

# Educational Foundations and Leadership

4100 Education Building  
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The Department of Educational Foundations and Leadership offers graduate programs in educational leadership (MSEd, EdS, PhD), higher education (MSEd, EdS, PhD), community college leadership (certificate, PhD), and educational psychology and program evaluation (PhD).

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at <http://www.odu.edu/education> (<http://www.odu.edu/education/>).

## Educational Leadership

- K-12 Licensure only
- Master of Science in Education – Educational Leadership, Administration and Supervision (K-12 Licensure) Concentration
- Education Specialist, Educational Leadership - Administration and Supervision (K-12 Licensure) Concentration
- Education Specialist, Educational Leadership - Administration and Supervision (Non-Licensure) Concentration
- Doctor of Philosophy, Education – Educational Leadership Concentration

## Higher Education Leadership

- Master of Science in Education – Higher Education
  - Student Affairs Administration
  - Leadership and Administration
  - International Higher Education Leadership
- Education Specialist, Higher Education
- Doctor of Philosophy, Education - Higher Education Concentration

## Community College Leadership

- Certificate, Community College Leadership
- Doctor of Philosophy, Community College Leadership

## Educational Psychology and Program Evaluation

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

Managed by Darden College of Education – Department of STEM Education & Professional Studies (Program content will not be moved for the 2023-2024 catalog.)

## Programs

### Doctor of Philosophy Programs

- Community College Leadership (PhD) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/community-college-leadership-phd/>)
- Education with a Concentration in Educational Leadership (PhD) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/education-educational-leadership-phd/>)
- Education with a Concentration in Educational Psychology and Program Evaluation (PhD) (<http://catalog.odu.edu/graduate/education/>)

[educational-foundations-leadership/education-educational-psychology-program-evaluation-phd/](http://catalog.odu.edu/graduate/education-educational-psychology-program-evaluation-phd/))

- Education with a Concentration in Higher Education (PhD) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/education-higher-phd/>)

## Education Specialist Programs

- Educational Leadership with a Concentration in Administration and Supervision (Non-Licensure) (EdS) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-administration-supervision-non-licensure-eds/>)
- Educational Leadership with a Concentration in Administration and Supervision - Licensure (EdS) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-administration-supervision-licensure-eds/>)
- Educational Leadership with a Concentration in Higher Education (EdS) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-higher-education-eds/>)

## Master of Science in Education Programs

- Educational Leadership with a Concentration in Administration and Supervision (K-12 Licensure) (MSEd) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-administration-supervision-msed/>)
- Educational Leadership with a Concentration in Higher Education - International Higher Education Leadership (MSEd) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-higher-education-international-msed/>)
- Educational Leadership with a Concentration in Higher Education - Leadership and Administration (MSEd) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-higher-education-administration-msed/>)
- Educational Leadership with a Concentration in Higher Education - Student Affairs Administration (MSEd) (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/educational-leadership-higher-education-student-affairs-administration-msed/>)

## Certificate Program

- Community College Leadership Certificate (<http://catalog.odu.edu/graduate/education/educational-foundations-leadership/community-college-leadership-certificate/>)

## Courses

### Community College Leadership (CCL)

**CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision (3 Credit Hours)**

A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.

**CCL 820 Community College Leadership (3 Credit Hours)**

Provides students with the theory, knowledge and skills needed to be an effective leader within the community college system. Course assignments take a practical approach to identifying and applying theoretical principles and personal leadership style.

**Prerequisites:** Acceptance into the doctoral program or permission of the instructor

**CCL 824 Community College Finance, Fundraising, and Resource Management (3 Credit Hours)**

An examination of the necessary financial knowledge and skills required for community college leaders through the exploration of how the mission and goals of the community college are directly connected to financial considerations. Course activities help prepare students to take leadership roles in budget decisions, development of state and local government appropriations, fundraising, resource management, and financial decisions that are based on data and realistic institutional goals.

**Prerequisites:** Acceptance into the doctoral program or permission of the instructor

**CCL 826 Community College Curriculum, Program Development, and Quality Assurance (3 Credit Hours)**

A critical examination of community college curricula and program development. Students will develop the knowledge to understand and defend curricular issues related to developmental education, transfer education, career, technical and vocational education, continuing education, and general education.

**Prerequisites:** Acceptance into the doctoral program or permission of the instructor

**CCL 830 Community College Politics, Policy, and Advocacy (3 Credit Hours)**

An analysis of the political factors that influence educational policy decisions at community colleges and other higher education institutions. The course will examine policy-in-action in order to help students understand the relationships community college leaders build with community college boards of trustees, county commissioners, state legislators, and federal representatives.

**Prerequisites:** Acceptance into the doctoral program or permission of the instructor

**CCL 866 Seminar on the Modern Community College: Foundations, Philosophy, and Vision (3 Credit Hours)**

A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.

**CCL 868 Internship in Community College Leadership (3-6 Credit Hours)**

Provides students an opportunity to obtain hands-on experience in a leadership role at a community college setting. The students learn about leadership skills at the community college by observing a mentor/site supervisor and by being given leadership tasks associated with the site chosen.

**Prerequisites:** acceptance into the doctoral program or permission of the instructor

**CCL 881 Dissertation Seminar (3 Credit Hours)**

A seminar that focuses on the design, implementation, and evaluation of community colleges under real-life conditions in the field. Students and faculty work with community college decision makers utilizing problem solving skills and analysis.

**CCL 895 Topics in Community College Leadership (1-3 Credit Hours)**

Study of selected topics in community college leadership.

**Prerequisites:** permission of the instructor

**CCL 897 Independent Study (1-3 Credit Hours)**

Independent study of special topics in community college leadership for doctoral students.

**Prerequisites:** Permission of the instructor

**CCL 899 Dissertation (1-12 Credit Hours)**

Directed research for the doctoral dissertation.

**Prerequisites:** Permission of faculty advisor

**CCL 999 Doctoral Graduate Credit (1 Credit Hour)**

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

**Educational Leadership and Services (ELS)****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 600 Principal Orientation and Instructional Leadership (3 Credit Hours)**

An introduction to educational leadership to develop a capacity for reflective practice which unifies theory and knowledge for the improvement of instruction. Students will begin to understand their leadership potential through reflection, self-analysis, and instructor feedback via diagnostic assessment and case studies for principals. Students develop an administrative portfolio skills assessment. Required entry level course.

**ELS 610 School Community Relations and Politics (3 Credit Hours)**

An introduction for prospective administrators to the social, political context in which they work. Emphasis will be placed on: understanding and using leadership skills in designing programs around the needs and problems of the school and its special publics; relating with the media; improving communication skills; and using skills in negotiations and conflict management.

**Pre- or corequisite:** ELS 600

**ELS 621 Curriculum Development and Assessment (3 Credit Hours)**

A course designed to create a basic understanding of the comprehensive nature of the curriculum development process K-12, from a school leadership perspective. Students will explore theoretical, strategic, and organizational issues associated with curriculum development including multiculturalism, cognitive development, curricular patterns and connections, and assessment and evaluation.

**Pre- or corequisite:** ELS 600

**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 626 Instructional Supervision, Staff Development, and Assessment (3 Credit Hours)**

Through site-based projects, scripts, enactments, case study analysis, and reflection, course participants apply theories and best practices to develop the skills and strategies that leaders use with individuals and groups to facilitate excellence in teaching and learning.

**Prerequisites:** ELS 610 and ELS 621

**Pre- or corequisite:** ELS 600

**ELS 657 Public School Law (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 the full spectrum of law-related concerns. By necessity, it is first a theoretical course; however, the outcomes are 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 matters commonly faced each day by school and district leaders.

**Pre- or corequisite:** ELS 600

**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 754 Human Resource Development and Evaluation (3 Credit Hours)**

This course focuses on the development of various staff personnel functions. Collaborative staff development and performance evaluation are linked to organizational goals, culture and learner achievement. Application of knowledge and skills via case study, simulation and oral and written demonstration projects is included.

**Prerequisites:** ELS 600

**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 764 History and Philosophy of American Public School Reform (3 Credit Hours)**

This course covers the major historical movements, especially in school reform, and key American educational philosophers. This course will provide prospective school administrators with a historical and philosophical foundation of education.

**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 806 The Urban System (3 Credit Hours)**

Introduces students to the discipline of urban studies by focusing on various aspects of the city and cultural diversity. Provides an interdisciplinary overview of economic development and redevelopment, environmental factors, educational systems, health care systems, and government systems. Examines the extent to which urban systems impact diverse residents' lives.

**Prerequisites:** permission of the graduate program director

**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 854 Human Resource Development and Evaluation (3 Credit Hours)**

This course focuses on the development of various staff personnel functions. Collaborative staff development and performance evaluation are linked to organizational goals, culture and learner achievement. Application of knowledge and skills via case study, simulation and oral and written demonstration projects is included.

**Prerequisites:** ELS 600

**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 864 History and Philosophy of American Public School Reform (3 Credit Hours)**

This course covers the major historical movements, especially in school reform, and key American educational philosophers. This course will provide prospective school administrators with a historical and philosophical foundation of education.

**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 873 Advanced School Law (3 Credit Hours)**

Advanced education law--doctoral level.

**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.

**Foundations of Education (FOUN)****FOUN 611 Introduction to Research Methods in Education (3 Credit Hours)**

The primary goal of the course is to provide students with the knowledge and skills to access, evaluate, and synthesize empirical research. The course examines types of educational research and criteria for evaluating empirical studies. It introduces various types of research questions and associated research designs, components of research reports, sampling, validity of measures, threats to internal and external validity, and simple statistics.

**Prerequisites:** Students in the graduate Counseling program must take COUN 601 before taking this course

**FOUN 612 Applied Research Methods in Education (3 Credit Hours)**

The primary goal of this course is to provide students with the knowledge and skills to write a research proposal and conduct research. It is intended for those students who are completing a thesis to meet their program requirements, those planning on pursuing a doctoral degree, or those who anticipate conducting research for any other reasons. The course examines types of educational research and criteria for selection of topics for research projects; describes criteria for effective collection and organization of data; review of literature, analysis of data and proposal writing.

**FOUN 640 Fundamentals of Measurement and Assessment (3 Credit Hours)**

This course stresses the use of measurement and assessment for evaluation and decision making focusing on basic concepts applicable to all types of assessment: statistical concepts, reliability, validity, and interpretive frameworks for cognitive and non-cognitive measures.

**FOUN 641 Assessment and Evaluation of Student Learning (3 Credit Hours)**

The valid use of formative and summative assessment and evaluation principles for monitoring and promoting students' learning and development will be addressed. Students will learn how to construct and use a variety of formal and informal teacher assessment procedures.

**FOUN 650 Human Development and Student Learning (3 Credit Hours)**

This course will focus on understanding children's and adolescents' physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities as well as special needs. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation. Student must be a participant in the Teacher Residency Grant.

**FOUN 662 Assessment and Evaluation for Schools Serving Military Connected Children and Families (4 Credit Hours)**

This course is designed to create educators and educational support service providers capable of assessing the needs of military children and able to self-assess their schools in terms of the comprehensive elements of a military conscious and supportive school. Students will become familiar with the Military Consciousness Assessment Toolkit (Mil-CAT), a comprehensive and dynamic self-assessment tool developed at ODU that provides a process and system for analyzing and prioritizing support structures and needs of military students across the school. Students will also apply basic constructs of assessment in order to develop skills for determining the individual academic, social, and emotional needs of military students and their families, as well as to design ways to assess classroom and school-wide interventions. Use of assessments of individual, group, and school-wide needs to design, implement, and evaluate contextually tailored interventions that support military connected students will be modeled and practices. This course is required for completion of the Military Child and Family Education graduate certificate. Students must be accepted to the certificate program or receive approval from the certificate program director in order to enroll.

**Prerequisites:** COUN 605 and acceptance into the Military Child and Family Education Certificate Program

**FOUN 722 Introduction to Applied Statistics and Data Analysis (3 Credit Hours)**

Introduction to basic topics in statistical analysis, including descriptive statistics and simple inferential statistics such as correlation, regression, t-tests, one-way analysis of variance, and chi-square.

**FOUN 812 Research Design and Analysis (3 Credit Hours)**

This course focuses on the application of advanced research design as it is applied in various educational disciplines. It provides an in-depth examination of quantitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative methodology descriptions for research proposals and reports.

**FOUN 813 Program Evaluation in Education (3 Credit Hours)**

Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes, but is not limited to, design considerations, data utilization, and teacher evaluation. Both quantitative and qualitative strategies will be covered.

**FOUN 816 Single Subject Research Designs (3 Credit Hours)**

This course is designed to provide the student knowledge and skills that relate to single subject methodology. It includes an overview of historical and philosophical foundations, basic issues in behavioral assessment, and single subject research and design methodology, including trend and statistical analysis in single subject research. Students will analyze critically empirical research and be able to plan, implement, and evaluate original research.

**FOUN 818 Analysis with Large Datasets (3 Credit Hours)**

This course concentrates on sample designs, design-based estimation/inference, data preparation, and analysis of complex survey data in education.

**Prerequisites:** FOUN 822

**FOUN 822 Applied Linear Models in Educational Research (3 Credit Hours)**

Introduction to the general linear model with emphasis on concepts and applications of multiple linear regression (MLR) to problems in educational research. Topics include estimation and interpretation of MLR models, relationships between MLR and analysis of variance (ANOVA), logistic regression analysis, and trend analysis.

**Prerequisites:** FOUN 722

**FOUN 823 Analysis of Variance Applied to Educational Research (3 Credit Hours)**

Introduction of analysis of variance models as applied in education and human services, including two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis.

**Prerequisites:** FOUN 722

**FOUN 824 Design and Analysis for Causal Inference in Educational Contexts (3 Credit Hours)**

Introduction to research design and statistical analysis for studies intended to support causal inferences. Topics include experimental, quasi-experimental, and ex post facto design and appropriate models for data analysis.

**Prerequisites:** FOUN 822 and FOUN 823 or permission of instructor

**FOUN 825 Applied Multilevel Modeling in Educational Research (3 Credit Hours)**

This course focuses on advanced applications of statistics that are used in educational research in various educational disciplines. Specifically, the course will offer an introduction to hierarchical linear modeling (HLM) of nested data as applied to education. Topics include conceptual and statistical background of two- and three-level designs, cross-level interaction effects, and application of multilevel models for repeated measures designs. Emphasis is on estimation, interpretation, and diagnostics for multilevel models of continuous outcomes.

**Prerequisites:** FOUN 822 and FOUN 823 or instructor permission

**FOUN 826 Applied Structural Equation Modeling in Educational Research (3 Credit Hours)**

Introduction to structural equation modeling and related multivariate procedures applied to research problems in education. Topics include a brief review of exploratory factor analysis, confirmatory (structural) factor analysis, path analysis, and structural equation modeling with observed and latent variables.

**Prerequisites:** FOUN 822 and FOUN 823 or permission of instructor

**FOUN 827 Applied Logistic Regression (3 Credit Hours)**

A practical and conceptual introduction to applying logistic and probit regression models to typical questions in the social sciences. Will utilize SPSS for practical applications covering simple and multiple regression models, interactions and curvilinear effects, multinomial models, testing of assumptions, and select advanced applications such as propensity score matching and missing data analysis.

**Prerequisites:** FOUN 822 and FOUN 823 or permission of instructor

**FOUN 830 Theories of Learning and Instruction (3 Credit Hours)**

The course consists of critical discussion and analysis of major learning theories that have influenced learning and instruction in today's schools. Applications of current research to instructional design will be emphasized.

**FOUN 831 Human Development in Education (3 Credit Hours)**

This course introduces the domain of human development to education students by promoting their construction of a developmental perspective and adoption of a developmental theory to understand education-relevant phenomena. The course will cover central tenets of the developmental psychological perspective, several contemporary developmental approaches, and contexts of development relevant to educational processes. Furthermore, the course aims to promote students' skills in pursuing scientific knowledge about educational topics of interest in human development. The course will address life-span processes; however, the primary emphasis will be on processes and ages associated with formal educational settings (K-16).

**Prerequisites:** FOUN 830

**FOUN 835 Motivation in Education (3 Credit Hours)**

The course consists of critical discussion and analysis of major theories of motivation and research supporting these theories. Applications to education and classroom instruction will be emphasized. Equity concerns related to how to motivate students placed at risk will also be examined.

**Prerequisites:** FOUN 830 and FOUN 831

**FOUN 836 Metacognition and Self-Regulated Learning (3 Credit Hours)**

The course consists of critical discussion and analysis of major theories and research on metacognition and self-regulated learning. Applications to education and classroom instruction will be emphasized. Strategies to promote self-regulated learning among diverse and at-risk students will also be examined.

**FOUN 840 Educational Measurement and Assessment (3 Credit Hours)**

Overview of advanced educational measurement and assessment ideologies as well as methods. Students will identify, critique, construct and administer educational measures. Psychometric topics such as reliability and validity will be explored as well as advanced assessment issues such as scale construction and item response theory.

**FOUN 848 Assessment and Evaluation in Content Areas (3 Credit Hours)**

Lecture 3 hours, 3 credits.

**FOUN 850 Sociological and Philosophical Foundations of Education (3 Credit Hours)**

Students examine the relationship between education and society by reviewing a variety of theoretical perspectives and empirical studies. Topics include: social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; social capital; the student-teacher relationship; teaching as a profession; and higher education.

**FOUN 867 Teaching and Research Practicum (3 Credit Hours)**

Advanced graduate students in the Ph.D. Educational Psychology, Research and Evaluation program or other Ph.D. programs will have the opportunity to participate in research, consulting, an internship, or assisting in teaching research and statistics courses.

**Prerequisites:** FOUN 822 and FOUN 823

**FOUN 869 Teaching Statistics Practicum (3 Credit Hours)**

Advanced graduate students in the Ph.D. Educational Research, Evaluation and Educational Psychology concentration or other Ph.D. concentrations will have the opportunity to participate in research, consulting, internship, or assisting in teaching research methods and statistics courses.

**Prerequisites:** FOUN 822 and FOUN 823

**FOUN 870 Formative Assessment of Student Learning (3 Credit Hours)**

Educators in various leadership and instructional roles need strong skills and knowledge in contemporary assessment of student learning. This course addresses a wide range of student assessment topics which makes connections among assessment practices, self-regulated learning, motivation, feedback, and engagement at the classroom and school levels. Students will learn how to develop, build and sustain formative assessment programs.

**FOUN 881 Dissertation Seminar (3 Credit Hours)**

Instructor approval required. The primary goal of the course is to develop a dissertation proposal. It is intended for doctoral students who have completed all other coursework. The course covers literature reviews, proposal writing, and obtaining approval from Human Subjects committees. Outlets for disseminating the research findings will be explored.

**Prerequisites:** FOUN 812, FOUN 814 and FOUN 822 or FOUN 823

**FOUN 897 Special Topics in Educational Foundations (3 Credit Hours)**

This course will be used for independent studies with Foundations faculty members.

**FOUN 899 Dissertation (1-12 Credit Hours)**

Dissertation credit.

**FOUN 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.

**Higher Education (HIED)****HIED 708 Foundations of Higher Education (3 Credit Hours)**

An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

**HIED 710 Student Affairs Administration (3 Credit Hours)**

An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals.

**Prerequisites:** COUN 707

**HIED 712 Strategic Planning (3 Credit Hours)**

This course provides the necessary knowledge and skills for administrators to both participate in and lead a strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

**HIED 720 The Private College and University (3 Credit Hours)**

The U.S. Higher Education system contains great diversity due to the inclusion of private institutions. This course will examine the structure and organization of Higher Education in the U.S. as well as differences and similarities between private and public institutions.

**HIED 725 Higher Education Politics and Policy (3 Credit Hours)**

This course examines policy-in-action to help students understand how policies are developed at the organizational, state, and national levels, while gaining an understanding of the interplay of public perception and policymaking that can impact university operations. Students will explore the process by which policies are made, and they will consider why some problems are escalated to the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others seem to fail.

**HIED 733 Professional Helping Skills in Higher Education (3 Credit Hours)**

This course explores the benefits of developing student response and support skills and how they affect the day-to-day role of a student affairs professional. Students will work in small groups to acquire the knowledge, skills, and attitudes necessary to provide support, direction, and guidance to individuals and groups. Guest speakers currently working in student affairs roles will be featured.

**HIED 743 Campus Internationalization (3 Credit Hours)**

This course examines the four key professional practices of campus internationalization: comprehensive internationalization, international student enrollment, international student and scholar services, and education abroad. Students learn the importance of aligning internationalization on-campus through courses, curriculum, international students, and internationalization programs, all of which help to connect the institution to the changing local and global community. Guest speakers will address competencies for international educators and provide insights on functional areas in international education.

**HIED 744 Global Higher Education Systems: A Comparative Approach (1-3 Credit Hours)**

An examination of the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course will also examine, as appropriate, other systems of higher education from around the world. A study abroad component is required, for which additional costs will apply.

**HIED 745 Today's College Student (3 Credit Hours)**

A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

**HIED 752 The Law of Higher Education (3 Credit Hours)**

An exploration of the legal issues facing higher education in the United States. Topics to be discussed include the foundations from which higher education law emerges, current case law, state and federal statutory law, and contract law, as well as risk management and liability issues. Students may have the opportunity to visit the Supreme Court and to view oral arguments. Additionally, the course will address the ethical issues faced when shaping and implementing institutional policy, curriculum, and procedures.

**HIED 756 Institutional Finance and Resource Management (3 Credit Hours)**

This course examines the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. It will cover elements of educational finance, including budgeting and resource management, with a focus on process and environmental factors that affect how institutions operate. Students will develop and enhance their abilities to write and speak effectively about finance-related issues.

**HIED 757 Learning Environment Design and Assessment (3 Credit Hours)**

This course provides students with skills to design educational experiences, plan educational programs, and conduct research on a variety of teaching and learning-related questions. Participants will consider the meaning of learning and the various contextual factors that influence the learning process in higher education, as well as the application of the learning sciences to the design of learning environments. Students will focus on creating inclusive, diverse, and equitable educational environments and use their insights to improve the practices through assessment.



**HIED 758 Higher Education Leadership (3 Credit Hours)**

This course provides students with the basic theory, knowledge and skills needed to be an effective leader within higher education institutions. Classes are designed for those who intend to pursue careers as higher education practitioners. Course assignments will take a practical approach to applying theoretical principles and identifying students' personal leadership styles.

**HIED 761 Higher Education Capstone (3 Credit Hours)**

The culminating experience for the master's degree, intended to integrate and apply the knowledge gained in the degree program to complex issues regarding policy and practice in higher education. Groups of students address a real world problem currently faced by a department or unit on campus and work on comprehensive portfolios.

**HIED 762 Institutional Advancement (3 Credit Hours)**

An exploration of institutional advancement in the areas of institutional marketing, event management, campaign development, social media, donor identification and cultivation, planned giving, corporate partnership development, and foundation management.

**HIED 763 Topical Issues in Higher Education (3 Credit Hours)**

This course provides a thorough analysis and dissection of a rotating, current issue in higher education, covering a broad range of higher education administrative areas. For each issue, students will examine relevant benchmark law, contemporary issues, historical perspectives, political realities, institutional missions and cultures, ethical considerations, leadership and management approaches, and courses of action available to decision-makers.

**HIED 764 College and the University Presidency (3 Credit Hours)**

This course is designed to provide greater understanding of the leadership role of college and university presidents and the multiplex of issues associated with the office of the presidency at the various types of American institutions. The course will utilize case study analysis, guest presentation, and review of the literature. There will be rigorous discussion, readings, and analyses in a collegial and reciprocal learning environment.

**HIED 765 Adult and Continuing Education (3 Credit Hours)**

An advanced seminar emphasizing the historical, philosophical, and institutional analyses of the development and status of adult and continuing education within the higher education community.

**HIED 768 Internship in Higher Education Administration (3 Credit Hours)**

The University advisor and site supervisor work together with students to develop and implement a set of objectives intended to familiarize them with the operation of an administrative area within an institution of higher education, to assist them in acquiring the practical skills necessary for the operation of that office, and to develop skills that are transferable to other administrative areas.

**HIED 770 External and Internal Relations for Higher Education (3 Credit Hours)**

This course serves as an introduction for prospective and current administrators to the social and political context of the higher education environment and its various constituencies. It will teach them to recognize the impact of politics, socioeconomic situations, diversity, media, monetary issues, and equity issues on their leadership practices.

**HIED 771 Global and Intercultural Perspectives in Higher Education (3 Credit Hours)**

This course explores global and intercultural issues for higher education leaders. Students examine issues encountered by student affairs and higher education professionals from global and intercultural perspectives, including program design and evaluation, partnerships between individuals and organizations worldwide, and budgeting and staff management. The course will prepare students with knowledge and skills that can be used to promote internationally-oriented practice, professional dialogue, and research.

**HIED 793 History of Higher Education (3 Credit Hours)**

An examination of the history of higher education and its connection to current higher education events. The course provides an understanding of the foundations of higher education, including European influences, societal forces, and economic factors.

**HIED 794 Governance, Organization, and Administration of Higher Education (3 Credit Hours)**

An exploration of how organizational structures, behavior, culture, and context influence institutional governance and administration. In-class activities examine the approaches institutions use in decision-making. Through discussion of assigned readings, current events, and guest lectures, students learn how institutions govern themselves and the effects of various governance practices. Case studies, role playing, and active discussion allow students to apply theoretical perspectives to the practical workings of higher education administration.

**HIED 795 Topics in Higher Education Administration (1-6 Credit Hours)**

Study of selected topics in higher education administration.

**Prerequisites:** permission of the instructor

**HIED 797 Independent Study (1-3 Credit Hours)**

Independent study of special topics in higher education for master's students.

**Prerequisites:** Permission of the instructor

**HIED 805 Contemporary Issues in Higher Education (3 Credit Hours)**

Explores issues of contemporary concern among practitioner-scholars in American higher education. The course utilizes a historical perspective to establish the background for the discussion of the issues influencing higher education today. Coursework and readings provide a nuanced understanding of differing perspectives on complex issues. Research and professional practice are examined through an issues based format that challenges students to develop and support their perspectives on the issues discussed. Doctoral-level writing is emphasized.

**HIED 808 Foundations of Higher Education (3 Credit Hours)**

An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

**HIED 809 Proseminar in Doctoral Studies (1-3 Credit Hours)**

This course is designed to be taken in three parts throughout the program. It provides information on the doctoral process to help students successfully navigate their programs. It helps doctoral students enhance their abilities to search the scholarly literature; narrow their research topics; and improve their critical reading and inquiry, critical thinking and analysis, and writing. It focuses on approaches to scholarly writing in the field, strategies for inviting and providing peer review and feedback, and skills useful in analytical reading of scholarly work.

**HIED 810 Student Affairs Administration (3 Credit Hours)**

An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals.

**HIED 812 Strategic Planning (3 Credit Hours)**

This course provides the necessary knowledge and skills for administrators both to participate in and lead a meaningful strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

**HIED 820 The Private College and University (3 Credit Hours)**

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**HIED 865 Adult and Continuing Education (3 Credit Hours)**

An advanced seminar emphasizing the historical, philosophical, and institutional analyses of the development and status of adult and continuing education within the higher education community.

**HIED 868 Internship in Higher Education Administration (3 Credit Hours)**

The University advisor and site supervisor work together with students to develop and implement a set of objectives intended to familiarize them with the operation of an administrative area within an institution of higher education, to assist them in acquiring the practical skills necessary for the operation of that office, and to develop skills that are transferable to other administrative areas.

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**HIED 893 History of Higher Education (3 Credit Hours)**

An examination of the history of higher education and its connection to current higher education events. The course provides an understanding of the foundations of higher education, including European influences, societal forces, and economic factors.

**HIED 894 Governance, Organization, and Administration of Higher Education (3 Credit Hours)**

An exploration of how organizational structures, behavior, culture, and context influence institutional governance and administration. In-class activities examine the approaches institutions use in decision-making. Through discussion of assigned readings, current events, and guest lectures, students learn how institutions govern themselves and the effects of various governance practices. Case studies, role playing, and active discussion allow students to apply theoretical perspectives to the practical workings of higher education administration.

**HIED 895 Topics in Higher Education Administration (1-6 Credit Hours)**

Study of selected topics in higher education administration.

**Prerequisites:** permission of the instructor

**HIED 897 Independent Study (1-3 Credit Hours)**

Independent study of special topics in higher education for doctoral students.

**Prerequisites:** Permission of the instructor

**HIED 899 Dissertation (1-12 Credit Hours)**

Work on dissertation under the direction of dissertation chair.

**Prerequisites:** Permission of faculty advisor

**HIED 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.

**HIED 999 Doctoral Graduate Credit (1 Credit Hour)**

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