The Department of Educational Foundations and Leadership offers graduate programs in community college leadership (Ph.D.), educational leadership (M.S.Ed., Ed.S., Ph.D.), and higher education (M.S.Ed., Ed.S., Ph.D.).

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education 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 website at http://www.odu.edu/education.

Individual programs are described on the following pages.

Educational Leadership

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

Higher Education and Community College 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 in Education – Higher Education Concentration
- Doctor of Philosophy in Community College Leadership

Foundations

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

Continuance Policy and Procedures for all EFL Programs

The following policy has been established for continuance in all graduate programs within the EFL department.

At the end of each semester – fall, spring, and summer – the graduate program director (GPD) will review student records. Students who do not maintain an overall GPA of at least 3.0 in their EFL program will be placed on probation. Students placed on probation have one semester to bring their overall GPA back to a minimum of 3.0. A student may be placed on probation only one time in their EFL program and will not be eligible for a second probationary period. Should a student’s GPA fall below a 3.0 twice, he/she will be dismissed from the program.

Students who receive a grade of F in any EFL required or elective program course or who receive a final grade of lower than B- in more than one class in their program will be dismissed from their program by the Department 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)

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 promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

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 understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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
2          Department of Educational Foundations and Leadership
120 Education Building
757-683-5163
http://www.odu.edu/eff
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.

Adminstration 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>

Total Hours 30
* 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/eff
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
Students must successfully complete:

- the required course of study; and,
- 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:

- ELS 811 Leadership Theory for Educational Improvement
- ELS 864 History and Philosophy of American Public School Reform
- ELS 873 Advanced School Law
- ELS 880 Multicultural Curriculum Leadership and Globalization
- ELS 883 Contemporary Issues in Education

**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**

- ELS 660 Program Evaluation, Research and Planning
- or FOUN 611 Introduction to Research Methods in Education
- or FOUN 612 Applied Research Methods in Education

Karen Sanzo, Program Coordinator

http://www.odu.edu/efl

**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;

Karen Sanzo, Program Coordinator

http://www.odu.edu/efl

**Education Specialist Program Requirements**

- ELS 660 Program Evaluation, Research and Planning
- or FOUN 611 Introduction to Research Methods in Education
- or FOUN 612 Applied Research Methods in Education

Karen Sanzo, Program Coordinator

http://www.odu.edu/efl

**Course Requirements**

- ELS 835 Organizational Theory and Behavior in Education
- ELS 853 Educational Finance and Budgeting
- ELS 871 Educational Systems Planning and Futures
- ELS 876 Leadership for Social Justice
- ELS 878 Leadership for Teaching and Learning
- ELS 879 Field Research in School Administration and Supervision
- FOUN 722 Introduction to Applied Statistics and Data Analysis

Select three Electives from the following:

- ELS 811 Leadership Theory for Educational Improvement
- ELS 864 History and Philosophy of American Public School Reform
- ELS 873 Advanced School Law
- ELS 880 Multicultural Curriculum Leadership and Globalization
- ELS 883 Contemporary Issues in Education

**Total Hours** 30

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**

- ELS 660 Program Evaluation, Research and Planning
- or FOUN 611 Introduction to Research Methods in Education
- or FOUN 612 Applied Research Methods in Education
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.

**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.

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HIED 708</td>
<td>Contemporary Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 752</td>
<td>The Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HIED 757</td>
<td>The Multicultural University</td>
<td>3</td>
</tr>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognate**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
<td>3</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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 712</td>
<td>Strategic Planning and Institutional Effectiveness</td>
</tr>
<tr>
<td>HIED 720</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 743</td>
<td>Introduction to International Higher Education Administration</td>
</tr>
<tr>
<td>HIED 756</td>
<td>Higher Education Finance</td>
</tr>
<tr>
<td>HIED 758</td>
<td>Higher Education Leadership</td>
</tr>
<tr>
<td>HIED 762</td>
<td>Development and Fund Raising</td>
</tr>
<tr>
<td>HIED 763</td>
<td>Case Studies in Higher Education</td>
</tr>
<tr>
<td>HIED 764</td>
<td>College and the University Presidency</td>
</tr>
<tr>
<td>HIED 765</td>
<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>HIED 766</td>
<td>The Modern Community College</td>
</tr>
<tr>
<td>HIED 770</td>
<td>External and Internal Relations for Higher Education</td>
</tr>
<tr>
<td>HIED 771</td>
<td>American Higher Education in a Global Context</td>
</tr>
<tr>
<td>HIED 794</td>
<td>Organization and Administration of Higher Education in the United States</td>
</tr>
<tr>
<td>HIED 795</td>
<td>Topics in Higher Education Administration</td>
</tr>
<tr>
<td>COUN 648</td>
<td>Foundations of Career Development</td>
</tr>
<tr>
<td>COUN 707</td>
<td>Adult and College Student Development</td>
</tr>
</tbody>
</table>

### Field Experiences

<table>
<thead>
<tr>
<th>Field Experiences</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 668</td>
<td>Internship in Higher Education Administration (A)</td>
</tr>
<tr>
<td>HIED 668</td>
<td>Internship in Higher Education Administration (B)</td>
</tr>
<tr>
<td>or HIED 744</td>
<td>Comparative Higher Education Systems</td>
</tr>
<tr>
<td>HIED 761</td>
<td>Higher Education Capstone</td>
</tr>
</tbody>
</table>

### Total Hours

**36**

### Electives

Select 2 from the following:

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
</tr>
<tr>
<td>HIED 733</td>
<td>Professional Helping Skills in Higher Education</td>
</tr>
<tr>
<td>HIED 720</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 743</td>
<td>Introduction to International Higher Education Administration</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</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>

### Cognate

<table>
<thead>
<tr>
<th>Cognate</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 712</td>
<td>Strategic Planning and Institutional Effectiveness</td>
</tr>
<tr>
<td>HIED 758</td>
<td>Higher Education Leadership</td>
</tr>
<tr>
<td>HIED 794</td>
<td>Organization and Administration of Higher Education in the United States</td>
</tr>
</tbody>
</table>

### Electives

Select 3 from the following:

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 713</td>
<td>Global Political Economy</td>
</tr>
<tr>
<td>IS 741</td>
<td>Globalization and Social Change in the World System</td>
</tr>
<tr>
<td>IS 760</td>
<td>International Cultural Studies: History, Theory and Application</td>
</tr>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
</tr>
<tr>
<td>HIED 712</td>
<td>Strategic Planning and Institutional Effectiveness</td>
</tr>
<tr>
<td>HIED 720</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 733</td>
<td>Professional Helping Skills in Higher Education</td>
</tr>
<tr>
<td>HIED 744</td>
<td>Comparative Higher Education Systems</td>
</tr>
<tr>
<td>HIED 745</td>
<td>Today’s College Student and Diversity</td>
</tr>
<tr>
<td>HIED 756</td>
<td>Higher Education Finance</td>
</tr>
<tr>
<td>HIED 758</td>
<td>Higher Education Leadership</td>
</tr>
<tr>
<td>HIED 762</td>
<td>Development and Fund Raising</td>
</tr>
<tr>
<td>HIED 763</td>
<td>Case Studies in Higher Education</td>
</tr>
</tbody>
</table>

### Total Hours

**36**

Old Dominion University
### 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 795** Topics in Higher Education Administration 1-6

### 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.

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

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.

### 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:

- **HIED 808** Contemporary Issues in Higher Education
- **HIED 810** Introduction to Student Affairs Administration
- **HIED 812** Strategic Planning and Institutional Effectiveness
- **HIED 820** The Private College and University
- **HIED 825** Higher Education Policy
- **HIED 833** Professional Helping Skills in Higher Education
- **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 856** Higher Education Finance
- **HIED 857** The Multicultural University
- **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
- **HIED 865** Adult and Continuing Education
- **HIED 866** The Modern Community College
- **HIED 870** External and Internal Relations for Higher Education
- **HIED 871** American Higher Education in a Global Context
- **HIED 893** The History of Higher Education in the United States

### Field Experiences

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIED 668</td>
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<td>HIED 668</td>
<td>Internship in Higher Education Administration (B)</td>
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<tr>
<td>or HIED 744</td>
<td>Comparative Higher Education Systems</td>
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<tr>
<td>HIED 761</td>
<td>Higher Education Capstone</td>
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</table>

**Total Hours**: 36

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*Required Courses are subject to change and are determined by the student's academic advisor and the program coordinator.*
Higher Education Concentration must:

Prospective students seeking admission to the Ph.D. Program in Education - Admission parts: core courses, research courses, electives, and dissertation. to provide these students with the skills to carry out scholarly research, lead intended to prepare individuals for administrative and faculty positions and other leadership positions. The Higher Education Concentration is designed for those who aspire to senior administrative and faculty roles in 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 requirements 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

**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 856** Higher Education Finance
- **HIED 857** The Multicultural University
- **HIED 893** The History of Higher Education in the United States
- **HIED 894** Organization and Administration of Higher Education in the United States

**Total Hours** 30

**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, Education - Higher Education Concentration**

Chris R. Glass, Program Coordinator

The Ph.D. Program in Education with a Higher Education Concentration is designed for those who aspire to senior administrative and faculty roles in 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 (TOEFL) iBT of at least 80.

**Total Hours** 15

**Core Courses**

- **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

**Cognate (12 credits minimum)**

- **HIED 810** Introduction to Student Affairs Administration
- **HIED 812** Strategic Planning and Institutional Effectiveness
- **HIED 820** The Private College and University
- **HIED 833** Professional Helping Skills in Higher Education
- **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

Old Dominion University
**Select one advanced research course from the following:**

- HIED 899
- FOUN 881
- FOUN 840
- FOUN 826
- FOUN 825
- FOUN 824
- FOUN 815

or FOUN 823

- FOUN 822
- FOUN 814
- IS 860
- CCL 830
- CCL 826
- CCL 820
- HIED 894
- HIED 871
- HIED 870
- HIED 868
- HIED 866
- HIED 865

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### Research ***

- FOUN 813 Program Evaluation in Education
- FOUN 822 Applied Linear Models in Educational Research
- FOUN 823 Analysis of Variance Applied to Educational Research
- FOUN 812 Research Design and Analysis
- FOUN 814 Qualitative Research Design in Education

Select one advanced research course from the following:

- FOUN 815 Advanced Qualitative Research
- FOUN 824 Design and Analysis for Causal Inference in Educational Contexts
- FOUN 825 Applied Multilevel Modeling in Educational Research
- FOUN 826 Applied Structural Equation Modeling in Educational Research
- FOUN 827 Applied Logistic Regression
- FOUN 840 Educational Measurement and Assessment

### Dissertation Seminar

- FOUN 881 Dissertation Seminar

### Dissertation

- HIED 899 Dissertation (12 credits minimum)

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Total Hours 60

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* Some courses may be waived based on previous study.

** Prerequisites: Doctoral students with no prior coursework in statistics must enroll in FOUN 722. Doctoral students with no prior coursework in educational research must enroll in FOUN 611.

### 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>
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<tbody>
<tr>
<td>CCL 820</td>
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<td>CCL 824</td>
<td>Community College Finance</td>
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<td>Community College Curriculum and Program Development</td>
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<td>CCL 830</td>
<td>Community College Politics and Policy Development</td>
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<td>Contemporary Issues in Higher Education</td>
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<td>Proseminar in Higher Education</td>
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<td>The Modern Community College</td>
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<td>FOUN 812</td>
<td>Research Design and Analysis</td>
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<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
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<th>Electives **</th>
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<td>CCL 868</td>
<td>Internship in Community College Leadership</td>
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<td>Strategic Planning and Institutional Effectiveness</td>
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<td>Higher Education Policy</td>
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<td>Introduction to International Higher Education Administration</td>
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<td>American Higher Education in a Global Context</td>
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<td>Organization and Administration of Higher Education in the United States</td>
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<td>HIED 895</td>
<td>Topics in Higher Education Administration</td>
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<td>SEPS 865</td>
<td>Trends and Issues of Economic and Workforce Development</td>
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<td>COUN 807</td>
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<td>FOUN 881</td>
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<table>
<thead>
<tr>
<th>Dissertation (minimum 9 credits)</th>
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<tr>
<td>CCL 899</td>
<td>Dissertation</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*
FOUN 612 Applied Research Methods in Education 3
FOUN 722 Introduction to Applied Statistics and Data Analysis 3

* 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 15
FOUN 812 Research Design and Analysis
FOUN 814 Qualitative Research Design in Education
FOUN 822 Applied Linear Models in Educational Research
FOUN 823 Analysis of Variance Applied to Educational Research
FOUN 840 Educational Measurement and Assessment

Professional Preparation Courses 15
FOUN 830 Theories of Learning and Instruction
FOUN 850 Sociological and Philosophical Foundations of Education
ELS 821 Policy and Politics in Educational Leadership
IDT 849 Instructional Systems Design
FOUN 813 Program Evaluation in Education

Emphasis Areas (Choose One) 18

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<tr>
<th>Educational Psychology</th>
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<tbody>
<tr>
<td>FOUN 831 Human Development in Education</td>
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<tr>
<td>FOUN 835 Motivation in Education</td>
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<tr>
<td>FOUN 836 Meta Cognition and Self-Regulated Learning</td>
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<td>FOUN 870 Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
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<td>IDT 860 Cognition and Instructional Design</td>
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<td>FOUN 818 Analysis with Large Datasets</td>
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<td>TLCI 895 Topics in Education (Grant Writing)</td>
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<td>FOUN 829 Teaching and Research Practicum</td>
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Dissertation Research Project 12

Total Hours 60