A student may be placed on probation only one time in their EFL program have one semester to bring their overall GPA back to a minimum of 3.0. EFL program will be placed on probation. Students placed on probation policy, students who do not maintain an overall GPA of at least 3.0 in their program will be placed on probation. At the end of each semester – fall, spring, and summer – the graduate student must maintain an overall GPA of at least 3.0. 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 Graduate Program Director and Department Chair. A failing grade in dissertation credits for one semester places the student in warning 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.

Advancement to Candidacy Policy for all EFL Programs

In the Department of Educational Foundations and Leadership, advancement to candidacy is a formal step that occurs after the student 1) completes formal coursework, 2) passes the PhD written and oral candidacy examinations, and 3) has an approved dissertation topic.

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.

Department of Educational Foundations and Leadership

2300 Education Building
757-683-3287

Shana Pribesh, Chair

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

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/.

Individual programs are described on the following pages.

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

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 directors (GPD) will review student records. As per university policy, 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 3.0 twice, he/she will be dismissed from the program.
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

2300 Education Building
757-683-5163
http://www.odu.edu/efl

Karen Sanzo, Graduate Program Director

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. The M.S.Ed. - Educational Leadership, Administration & Supervision is offered online only.

Continuance

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

Exit

Students must successfully complete:

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

Program Requirements

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

Administration and Supervision Preparation for Public School PreK-12 Licensure

Requirements for this concentration area are as follows.

<table>
<thead>
<tr>
<th>Prerequisite/Corequisite</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 700</td>
<td>Strategic Leadership and Management for School Improvement</td>
</tr>
<tr>
<td></td>
<td>Accountability and Organizational Improvement</td>
</tr>
<tr>
<td>ELS 702</td>
<td>Educational Politics and Policymaking</td>
</tr>
<tr>
<td>ELS 710</td>
<td>Strategic Communication and External Relations</td>
</tr>
<tr>
<td>ELS 727</td>
<td>Learning Theories and Professional Development</td>
</tr>
<tr>
<td>ELS 728</td>
<td>Instructional Leadership and Supervision</td>
</tr>
<tr>
<td>ELS 753</td>
<td>Educational Finance and Budgeting</td>
</tr>
<tr>
<td>ELS 757</td>
<td>Educational Law and Ethics</td>
</tr>
</tbody>
</table>

Clinical Experience

ELS 668 Internship in Educational Leadership
ELS 669 Instructional Internship

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/efl

Karen Sanzo, Graduate Program Director

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. The Ed.S. with Licensure Program is offered online only.

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.
Curriculum

Prerequisite/Corequisite

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 801</td>
<td>Accountability and Organizational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELS 802</td>
<td>Educational Politics and Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>ELS 810</td>
<td>Strategic Communication and External Relations</td>
<td>3</td>
</tr>
<tr>
<td>ELS 827</td>
<td>Learning Theories and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ELS 828</td>
<td>Instructional Leadership and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ELS 853</td>
<td>Educational Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>ELS 857</td>
<td>Educational Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 668</td>
<td>Internship in Educational Leadership (Clinical Experience)</td>
<td>3</td>
</tr>
<tr>
<td>ELS 669</td>
<td>Instructional Internship (Clinical Experience)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

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

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.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</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: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 811</td>
<td>Leadership Theory for Educational Improvement</td>
<td></td>
</tr>
<tr>
<td>ELS 864</td>
<td>History and Philosophy of American Public School Reform</td>
<td></td>
</tr>
<tr>
<td>ELS 873</td>
<td>Advanced School Law</td>
<td></td>
</tr>
<tr>
<td>ELS 880</td>
<td>Multicultural Curriculum Leadership and Globalization</td>
<td></td>
</tr>
<tr>
<td>ELS 883</td>
<td>Contemporary Issues in Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30

Doctor of Philosophy, Education - Educational Leadership Concentration

Karen Sanzo, Graduate Program Director

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. *This program is available online.*

**Admission**

To gain admission, applicants must:

1. meet all University admissions requirements;
2. have a graduate grade point average of 3.00 overall;
3. provide three letters of recommendation;
4. write a one page, single-spaced essay that explains the applicant's qualifications, professional and career goals, and reasons for seeking the Ph.D.;
5. write a one page, single-spaced statement about a contemporary and critical issue facing educational leaders; and
6. write a one page, single-spaced statement about an instructional and/or learning issue facing your organization and the implication for school leaders and/or policy.

**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.

**Curriculum**

**Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Research Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 831</td>
<td>Accountability Systems in Public Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TLCI 814</td>
<td>Qualitative Research Design in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Leadership and Services Concentration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 811</td>
<td>Leadership Theory for Educational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELS 815</td>
<td>Leadership for Equity and Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>ELS 821</td>
<td>Policy and Politics in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELS 835</td>
<td>Organizational Theory and Behavior in Education</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>
</tbody>
</table>

**Select four Electives from the following (other electives may be substituted with advisor approval):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 864</td>
<td>History and Philosophy of American Public School Reform</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
</tr>
<tr>
<td>ELS 874</td>
<td>Advanced School Finance, and Operations</td>
</tr>
<tr>
<td>ELS 880</td>
<td>Multicultural Curriculum Leadership and Globalization</td>
</tr>
</tbody>
</table>

**Capstone Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ELS 899</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Hours**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
</tbody>
</table>

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

**Higher Education Leadership**

The department offers a concentration area in higher education in the M.S.Ed., Ed.S., and Ph.D. degrees.

**Master of Science in Education, Educational Leadership - Higher Education**

2300 Education Building  
757-683-3702  
Laura Smithers, Graduate Program Director

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

Students gain professional experience through internships with a wide-variety of colleges, universities, agencies, and associations in the U.S. and abroad. A capstone experience engages students in real-life research projects that are commissioned by university and community leaders. The program meets the requirements for graduate programs of the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the Association for the Study of Higher Education (ASHE). The program meets standards established by the Council for the Advancement of Standards in Higher Education (CAS).

**Admission**

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

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Submit transcripts of all undergraduate work with an undergraduate GPA of 2.8 overall and 3.0 in the major (students with a GPA lower than 3.0 in the major may be admitted provisionally);
3. Provide two (2) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide a writing sample from undergraduate coursework;
6. Provide a resume that describes the applicant’s academic and professional background;
7. 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 whose admission credentials are slightly below the required minimum will be considered for provisional admission.
Continuation
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 GPD. 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 12
- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Foundations of Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 Learning Environment Design and Assessment

Cognate 9
- HIED 710 Student Affairs Administration
- HIED 733 Professional Helping Skills in Higher Education
- HIED 745 Today’s College Student

Electives 6
Select 2 from the following:
- HIED 712 Strategic Planning
- HIED 720 The Private College and University
- HIED 743 Campus Internationalization
- HIED 756 Institutional Finance and Resource Management
- HIED 758 Higher Education Leadership
- HIED 762 Institutional Advancement
- HIED 763 Topical Issues in Higher Education
- HIED 764 College and the University Presidency
- HIED 765 Adult and Continuing Education
- HIED 770 External and Internal Relations for Higher Education
- HIED 771 Global and Intercultural Perspectives in Higher Education
- HIED 794 Governance, Organization, and Administration of Higher Education
- HIED 795 Topics in Higher Education Administration
- CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision
- COUN 648 Foundations of Career Development
- COUN 707 Adult and College Student Development

Field Experiences 9
- HIED 768 Internship in Higher Education Administration (A)
- HIED 768 Internship in Higher Education Administration (B)
- HIED 761 Higher Education Capstone

Total Hours 36

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

Core Courses 12
- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Foundations of Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 Learning Environment Design and Assessment

Cognate 9
- HIED 712 Strategic Planning
- HIED 758 Higher Education Leadership
- HIED 794 Governance, Organization, and Administration of Higher Education

Electives 6
Select 2 from the following:
- HIED 710 Student Affairs Administration
- HIED 733 Professional Helping Skills in Higher Education
- HIED 743 Campus Internationalization
- HIED 744 Global Higher Education Systems: A Comparative Approach
- HIED 745 Today’s College Student
- HIED 756 Institutional Finance and Resource Management
- HIED 762 Institutional Advancement
- HIED 763 Topical Issues in Higher Education
- HIED 764 College and the University Presidency
- HIED 765 Adult and Continuing Education
- HIED 770 External and Internal Relations for Higher Education
- HIED 771 Global and Intercultural Perspectives in Higher Education
- HIED 793 History of Higher Education
- HIED 795 Topics in Higher Education Administration
- CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision

Field Experiences 9
- HIED 768 Internship in Higher Education Administration (A)
- HIED 768 Internship in Higher Education Administration (B)
- HIED 761 Higher Education Capstone

Total Hours 36

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>or FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>HIED 708</td>
<td>Foundations of Higher Education</td>
</tr>
<tr>
<td>HIED 752</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 757</td>
<td>Learning Environment Design and Assessment</td>
</tr>
</tbody>
</table>

### Cognate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 743</td>
<td>Campus Internationalization</td>
</tr>
<tr>
<td>HIED 771</td>
<td>Global and Intercultural Perspectives in Higher Education</td>
</tr>
</tbody>
</table>

### Electives

Select 3 from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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>Student Affairs Administration</td>
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<tr>
<td>HIED 712</td>
<td>Strategic Planning</td>
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<tr>
<td>HIED 720</td>
<td>The Private College and University</td>
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<td>HIED 733</td>
<td>Professional Helping Skills in Higher Education</td>
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<tr>
<td>HIED 744</td>
<td>Global Higher Education Systems: A Comparative Approach</td>
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<tr>
<td>HIED 745</td>
<td>Today’s College Student</td>
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<tr>
<td>HIED 756</td>
<td>Institutional Finance and Resource Management</td>
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<td>HIED 762</td>
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<tr>
<td>HIED 763</td>
<td>Topical Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 764</td>
<td>College and the University Presidency</td>
</tr>
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<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>HIED 770</td>
<td>External and Internal Relations for Higher Education</td>
</tr>
<tr>
<td>HIED 793</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>HIED 794</td>
<td>Governance, Organization, and Administration of Higher Education</td>
</tr>
<tr>
<td>HIED 795</td>
<td>Topics in Higher Education Administration</td>
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<tr>
<td>CCL 766</td>
<td>Seminar on the Modern Community College: Foundations, Philosophy, and Vision</td>
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<td>COUN 648</td>
<td>Foundations of Career Development</td>
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<td>COUN 707</td>
<td>Adult and College Student Development</td>
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### Field Experiences

<table>
<thead>
<tr>
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<td>Internship in Higher Education Administration (A)</td>
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<tr>
<td>HIED 768</td>
<td>Internship in Higher Education Administration (B)</td>
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<tr>
<td>HIED 761</td>
<td>Higher Education Capstone</td>
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### Total Hours

<table>
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<th>Category</th>
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<td>Cognate</td>
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<td>Electives</td>
<td>9</td>
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<tr>
<td>Field Experiences</td>
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### 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, Educational Leadership – Higher Education**

Laura Smithers, Graduate Program Director

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 (2) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing higher education of interest to you. What is the issue? Why is the issue important to the field of higher education research and practice?
6. Provide a CV or resume that describes the applicant’s academic and professional background;
7. 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 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 GPD. 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 GPD. 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**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HIED 808</td>
<td>Foundations of Higher Education</td>
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<tr>
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<td>Student Affairs Administration</td>
</tr>
<tr>
<td>HIED 812</td>
<td>Strategic Planning</td>
</tr>
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<td>HIED 820</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
</tr>
<tr>
<td>HIED 833</td>
<td>Professional Helping Skills in Higher Education</td>
</tr>
<tr>
<td>HIED 843</td>
<td>Campus Internationalization</td>
</tr>
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<td>HIED 844</td>
<td>Global Higher Education Systems: A Comparative Approach</td>
</tr>
<tr>
<td>HIED 845</td>
<td>Today’s College Student</td>
</tr>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 856</td>
<td>Institutional Finance and Resource Management</td>
</tr>
<tr>
<td>HIED 857</td>
<td>Learning Environment Design and Assessment</td>
</tr>
<tr>
<td>HIED 858</td>
<td>Higher Education Leadership</td>
</tr>
<tr>
<td>HIED 862</td>
<td>Institutional Advancement</td>
</tr>
<tr>
<td>HIED 863</td>
<td>Topical Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 864</td>
<td>College and the University Presidency</td>
</tr>
<tr>
<td>HIED 865</td>
<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>HIED 870</td>
<td>External and Internal Relations for Higher Education</td>
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<tr>
<td>HIED 871</td>
<td>Global and Intercultural Perspectives in Higher Education</td>
</tr>
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<td>HIED 893</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Governance, Organization, and Administration of Higher Education</td>
</tr>
<tr>
<td>CCL 820</td>
<td>Community College Leadership</td>
</tr>
<tr>
<td>CCL 824</td>
<td>Community College Finance, Fundraising, and Resource Management</td>
</tr>
<tr>
<td>CCL 826</td>
<td>Community College Curriculum, Program Development, and Quality Assurance</td>
</tr>
<tr>
<td>CCL 830</td>
<td>Community College Politics, Policy, and Advocacy</td>
</tr>
<tr>
<td>CCL 866</td>
<td>Seminar on the Modern Community College: Foundations, Philosophy, and Vision</td>
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<td>COUN 807</td>
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**Total Hours** 18

**Research Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
</tr>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
</tr>
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</table>

**Field Experience**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>HIED 868</td>
<td>Internship in Higher Education Administration</td>
</tr>
<tr>
<td>or HIED 844</td>
<td>Global Higher Education Systems: A Comparative Approach</td>
</tr>
</tbody>
</table>

**Total Hours** 9

**Special Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIED 895</td>
<td>Topics in Higher Education Administration</td>
</tr>
</tbody>
</table>

**Doctor of Philosophy, Education - Higher Education**

Laura Smithers, Graduate Program Director

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 (3) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing higher education of interest to you. What is the issue? Why is the issue important to the field of higher education research and practice?
6. Provide a CV or resume that describes the applicant’s academic and professional background;
7. 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 twelve credit hours depending on the length of time necessary for completion.
Curriculum

Core Courses (15 credits) *

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIED 805</td>
<td>Contemporary Issues in Higher Education</td>
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<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
</tr>
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<td>HIED 852</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 893</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>HIED 894</td>
<td>Governance, Organization, and Administration of Higher Education</td>
</tr>
</tbody>
</table>

Cognate (15 credits minimum) **

Students work with advisor to select 5 courses that reflect their research interests.

Research (15 credits) ***

Students work with advisor to select at least two (2) advanced FOUN courses.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</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>TLCI 814</td>
<td>Qualitative Research Design in Education</td>
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Dissertation

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>HIED 809</td>
<td>Proseminar in Doctoral Studies</td>
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<tr>
<td>FOUN 881</td>
<td>Dissertation Seminar</td>
</tr>
<tr>
<td>HIED 899</td>
<td>Dissertation (12 credits minimum suggested)</td>
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Total Hours 60

Special Courses

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 895</td>
<td>Topics in Higher Education Administration 1-6</td>
</tr>
</tbody>
</table>

Community College Leadership

Graduate Certificate in Community College Leadership

2300 Education Building
757-683-4375

Mitch Williams, Graduate Program Director

The synchronous, distance graduate certificate in Community College Leadership is designed for emerging leaders in community college administration, as well as administrators who have recently transitioned to a community college from careers in other industries. The 15-credit program targets the American Association for Community Colleges (AACC) standards.

Admission

Prospective students seeking admission to the graduate certificate program in Community College Leadership must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Provide one letter of recommendation that demonstrates the applicant’s academic and writing ability as well as leadership potential;
3. Provide a CV or resume that describes the applicant’s academic and professional background;
4. Complete an online application; and
5. Upload transcripts of all undergraduate and/or graduate work at regionally-accredited institutions.

There are two windows for applications. Materials for Fall admission are due by May 1 and Spring admissions start October 1. The admissions committee composed of Higher Education and Community College Leadership faculty will review all applications then will make admission decisions.

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 coursework.

Curriculum

Graduate Certificate Courses 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>CCL 830</td>
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<td>Community College Finance, Fundraising, and Resource Management</td>
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<td>CCL 826</td>
<td>Community College Curriculum, Program Development, and Quality Assurance</td>
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<td>CCL 868</td>
<td>Internship in Community College Leadership</td>
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Doctor of Philosophy, Community College Leadership

2300 Education Building
757-683-4375
Mitch Williams, Graduate Program Director

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. 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. This program is available online.

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. Provide three (3) letters of recommendation. At least one letter must come from a professor or an individual who describes the applicant's academic performance and writing ability. Letters from senior-level leaders that endorse the applicant's leadership potential are encouraged;
4. Provide a 1-page single-spaced essay that addresses the questions: What are your professional goals? Why do you wish to obtain the specific degree for which you are applying?
5. Provide an original 2-page single-spaced academic writing sample. Pick one current issue facing community colleges of interest to you. What is the issue? Why is the issue important to the field of community college research and practice?
6. Provide a CV or resume that describes the applicant’s academic and professional background;
7. 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 one or more members of the committee. 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 a student to complete the dissertation work.

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 GPD. 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>
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<th>Core Courses</th>
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<td>CCL 824</td>
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<td>CCL 826</td>
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<td>CCL 830</td>
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<tr>
<td>FOUN 822</td>
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<td>or FOUN 823</td>
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<td>TLCI 814</td>
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<th>Electives **</th>
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<table>
<thead>
<tr>
<th>Dissertation (minimum 9 credits)</th>
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<tr>
<td>CCL 899</td>
<td></td>
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</tbody>
</table>

| Total Hours                     | 54 |

* 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.

** CCL 868 Internship in Community College Leadership (3 credits) is required for all doctoral students who have not served in a full-time administrative position for at least three years prior to admission.

9 Department of Educational Foundations and Leadership
Educational Psychology and Program Evaluation

2300 Education
757-683-5163
http://www.odu.edu/efl (http://www.odu.edu/efl/)

Tony Perez, GPD for Educational Psychology and Program Evaluation

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

Doctoral students pursuing the Ph.D. in Education with a Concentration in Educational Psychology and Program Evaluation (EPPE) 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.

There are two paths for admission into the EPPE Program: entrance with a Masters' degree and entrance with a Bachelor's degree. Applications are accepted and students may start the program year-round. That is, we have rolling admissions.

Option 1 with earned Master's:

Applicants should have earned a Master's degree in psychology, education, statistics, higher education or other related field from a regionally accredited institution. Submitted transcripts for your Master's degree must show that the degree was conferred and a date of completion. We will consider an applicant for provisional admission who is completing a related Master's degree.

Option 2 with earned Bachelor's:

For the second option, applicants should have earned a Bachelor's degree in a related field from a regionally accepted institution. The submitted transcripts should show that the degree was conferred and the date of completion. We will consider an applicant for provisional admission who is completing a related Master's degree. An additional 18 credit hours will be required for students who pursue this option.

Admission

Prospective students seeking admission to the Ph.D. in Education with a Concentration in Educational Psychology and Program Evaluation should submit an application that meets the following guidelines:

1. Submit transcripts from all colleges and universities previously attended. (See information above).

2. GRE scores are optional. We are interested in your verbal, quantitative and analytical skills. GRE scores are just one means of demonstrating your aptitude in these areas. If you do not submit your GRE scores, we will look for evidence of these aptitudes in your transcripts, statement of purpose, letters of recommendation, writing samples and interview responses (see below for descriptions).

3. Complete a Statement of Purpose essay that shows evidence of motivation, competence, and potential as a graduate student/scholar. Address 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. We are interested in your verbal, quantitative, and analytical skills critical to your success in the program.

4. Submit three letters of recommendation from professional sources capable of commenting on your 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. Please ask your references to address your verbal, quantitative, and analytical skills as well as your dispositions as they relate to collegiality, ethics, and a commitment to social justice and equity.

5. Submit a scholarly writing sample that showcases your verbal and analytical skills. It may also demonstrate your quantitative skills. Examples include a course paper, technical report, conference paper, journal article, or a Master's thesis. If you do not have a scholarly paper to submit or think that you could submit a higher quality original writing sample, we can provide you with a prompt for you can respond to as the writing sample.

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 (TOEFL).

7. Selected applications will be asked to participate in a 30-minute phone interview with program faculty to discuss your goals, qualifications, and interest in the program.

8. Prior course work is assumed in statistics and research methods for Master's degree students. If that coursework has not been completed, then additional coursework will be added to the candidate’s graduate program of study. For students admitted directly from a Bachelor’s program your initial coursework will include Master's level research methods and statistics.

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

10. Up to four courses may be transferred from another regionally accredited university at the discretion of the Instructor of Record and the Graduate Program Director. They cannot have been used in conferral for another degree unless they undergo an additional review through the Prior Learning Assessment process. Courses that were part of an ODU certificate program can be considered for acceptance.

11. EPPE is committed to social justice and equity. We encourage submissions from diverse applicants. That is, we encourage diversity in terms of race, ethnicity, gender, sexuality, class, disability, and age, among others.

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

Program Requirements

Option 1- With Earned Master's Degree

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. The total hours of this option is 60 hours and courses are listed below.

Option 2- With Earned Bachelor's Degree

Students will take an additional 18 credit hours in research and electives at the 600, 700 or 800 levels in addition to the requirements for entry with an earned Master's degree (option 1). These electives will be selected in consultation with an advisor and approved by the graduate program director. For example, the courses may be in psychology, educational
leadership, higher education, teaching and learning, or instructional design and technology. The total hours of this option is 78 hours.

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

**Curriculum**

**Prerequisite Coursework**

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

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

**Research Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
<td></td>
</tr>
<tr>
<td>TLCI 814</td>
<td>Qualitative Research Design in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
<td></td>
</tr>
<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
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</tbody>
</table>

**Professional Preparation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
<td></td>
</tr>
<tr>
<td>FOUN 850</td>
<td>Sociological and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>IDT 849</td>
<td>Instructional Systems Design</td>
<td></td>
</tr>
<tr>
<td>or IDT 860</td>
<td>Cognition and Instructional Design</td>
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**Emphasis Areas (Choose One)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FOUN 831</td>
<td>Human Development in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 835</td>
<td>Motivation in Education</td>
<td></td>
</tr>
<tr>
<td>FOUN 870</td>
<td>Formative Assessment of Student Learning</td>
<td></td>
</tr>
<tr>
<td>FOUN 836</td>
<td>Metacognition and Self-Regulated Learning</td>
<td></td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
<td></td>
</tr>
</tbody>
</table>

Two Electives

**Program Evaluation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FOUN 818</td>
<td>Analysis with Large Datasets</td>
<td></td>
</tr>
<tr>
<td>TLCI 895</td>
<td>Topics in Education (Grant Writing)</td>
<td></td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Politics and Policy</td>
<td></td>
</tr>
<tr>
<td>TLCI 815</td>
<td>Advanced Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 870</td>
<td>Formative Assessment of Student Learning</td>
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</tbody>
</table>

Two Electives

**Dissertation Research Project**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>60</td>
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</table>

**COMMUNITY COLLEGE LEADERSHIP Courses**

**CCL 766. Seminar on the Modern Community College: Foundations, Philosophy, and Vision. 3 Credits.**

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 Credits.**

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 Credits.**

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. Prerequisite: Acceptance into the doctoral program or permission of the instructor.

**CCL 826. Community College Curriculum, Program Development, and Quality Assurance. 3 Credits.**

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. Prerequisite: Acceptance into the doctoral program or permission of the instructor.

**CCL 830. Community College Politics, Policy, and Advocacy. 3 Credits.**

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 Credits.**

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 Credits.**

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 Credits.**

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 Credits.**

Study of selected topics in community college leadership. Prerequisite: permission of the instructor.
CCL 897. Independent Study. 1-3 Credits.
Independent study of special topics in community college leadership for doctoral students. Prerequisites: Permission of the instructor.

CCL 899. Dissertation. 1-12 Credits.
Directed research for the doctoral dissertation. Prerequisites: Permission of faculty advisor.

CCL 999. Doctoral Graduate Credit. 1 Credit.
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 Courses

ELS 596. Topics in Education. 1-3 Credits.
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. Prerequisite: permission of the instructor.

ELS 597. Topics in Education. 1-3 Credits.
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. Prerequisite: permission of the instructor.

ELS 598. Topics in Education. 1-3 Credits.
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. Prerequisite: permission of the instructor.

ELS 600. Principal Orientation and Instructional Leadership. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
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: FOUM 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 Credits.
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 Credits.
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 Credits.
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 Credits.

ELS 668. Internship in Educational Leadership. 3-6 Credits.
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 Credits.
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. Prerequisite: ELS 673.

ELS 673. Critical Issues Research. 3 Credits.
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 Credits.
The study of selected topics in educational leadership. Arranged individually with students.
ELS 700. Strategic Leadership and Management for School Improvement. 3 Credits.
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 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 702. Educational Politics and Policymaking. 3 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 710. Strategic Communication and External Relations. 3 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 727. Learning Theories and Professional Development. 3 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 728. Instructional Leadership and Supervision. 3 Credits.
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 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 754. Human Resource Development and Evaluation. 3 Credits.
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. Prerequisite: ELS 600.

ELS 757. Educational Law and Ethics. 3 Credits.
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. Prerequisite: ELS 600 or ELS 700.

ELS 764. History and Philosophy of American Public School Reform. 3 Credits.
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 Credits.
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. Prerequisite: ELS 600.

ELS 795. Topics in Educational Leadership. 1-3 Credits.
Study of selected topics in educational leadership. Prerequisite: permission of the instructor.
ELS 797. Topics in Educational Leadership. 1-3 Credits.

ELS 800. Strategic Leadership and Management for School Improvement. 3 Credits.

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 Credits.

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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 802. Educational Politics and Policymaking. 3 Credits.

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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 806. The Urban System. 3 Credits.

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. Prerequisite: permission of the graduate program director.

ELS 810. Strategic Communication and External Relations. 3 Credits.

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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 811. Leadership Theory for Educational Improvement. 3 Credits.

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 Credits.

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 Credits.

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. Prerequisite: ELS 811.

ELS 827. Learning Theories and Professional Development. 3 Credits.

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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 828. Instructional Leadership and Supervision. 3 Credits.

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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 831. Accountability Systems in Public Education. 3 Credits.

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 600 and ELS 880.

ELS 835. Organizational Theory and Behavior in Education. 3 Credits.

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 Credits.
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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 854. Human Resource Development and Evaluation. 3 Credits.
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. Prerequisite: ELS 600.

ELS 857. Educational Law and Ethics. 3 Credits.
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. Prerequisite: ELS 600 or ELS 700 or ELS 800.

ELS 864. History and Philosophy of American Public School Reform. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
Advanced education law--doctoral level.

ELS 874. Advanced School Finance, and Operations. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
Field study approach to problems related to school administration and supervision. Prerequisite: a master's degree.

ELS 880. Multicultural Curriculum Leadership and Globalization. 3 Credits.
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 Credits.
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 Credits.
Study of selected topics in educational leadership. Prerequisite: permission of the instructor.

ELS 896. Topics in Urban Educational Leadership. 1-3 Credits.
Study of selected topics in urban educational leadership. Prerequisite: master's degree and permission of the instructor.

ELS 897. Topics in Educational Leadership. 1-3 Credits.

ELS 899. Dissertation. 1-12 Credits.
1-12 credits. Prerequisite: permission of faculty advisor.

ELS 998. Master's Graduate Credit. 1 Credit.
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.
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 Courses

FOUN 611. Introduction to Research Methods in Education. 3 Credits.
The primary goal of the course is to provide students with the knowledge and skills to assess, 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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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. Prerequisite: COUN 605 and acceptance into the Military Child and Family Education Certificate Program.

FOUN 722. Introduction to Applied Statistics and Data Analysis. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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. Prerequisite: FOUN 722.

FOUN 823. Analysis of Variance Applied to Educational Research. 3 Credits.
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. Prerequisite: FOUN 722.

FOUN 824. Design and Analysis for Causal Inference in Educational Contexts. 3 Credits.
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 Credits.
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 Credits.
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. Prerequisite: FOUN 822 and FOUN 823 or permission of instructor.

FOUN 827. Applied Logistic Regression. 3 Credits.
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 Credits.
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 Credits.
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). Prerequisite: FOUN 830.

FOUN 835. Motivation in Education. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
Lecture 3 hours, 3 credits.

FOUN 850. Sociological and Philosophical Foundations of Education. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
This course will be used for independent studies with Foundations faculty members.

FOUN 899. Dissertation. 1-12 Credits.
Dissertation credit.

FOUN 999. Doctoral Graduate Credit. 1 Credit.
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 Courses

HIED 708. Foundations of Higher Education. 3 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
This course is designed to provide greater understanding of the leadership role of college and university presidents and the multiplicity 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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
Study of selected topics in higher education administration. Prerequisite: permission of the instructor.

HIED 797. Independent Study. 1-3 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 Credits.
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 825. Higher Education Politics and Policy. 3 Credits.
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 833. Professional Helping Skills in Higher Education. 3 Credits.
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.

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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.

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 845. Today’s College Student. 3 Credits.
A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

HIED 852. The Law of Higher Education. 3 Credits.
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 856. Institutional Finance and Resource Management. 3 Credits.
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 857. Learning Environment Design and Assessment. 3 Credits.
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 858. Higher Education Leadership. 3 Credits.
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 862. Institutional Advancement. 3 Credits.
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.

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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 864. College and the University Presidency. 3 Credits.
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 865. Adult and Continuing Education. 3 Credits.
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 866. Internship in Higher Education Administration. 3 Credits.
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 870. External and Internal Relations for Higher Education. 3 Credits.
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 871. Global and Intercultural Perspectives in Higher Education. 3 Credits.
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 893. History of Higher Education. 3 Credits.
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 Credits.
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 Credits.
Study of selected topics in higher education administration. Prerequisite: permission of the instructor.

HIED 897. Independent Study. 1-3 Credits.
Independent study of special topics in higher education for doctoral students. Prerequisites: Permission of the instructor.

HIED 899. Dissertation. 1-12 Credits.
Work on dissertation under the direction of dissertation chair. Prerequisites: Permission of faculty advisor.

HIED 998. Master's Graduate Credit. 1 Credit.
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.
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.