

# Doctor of Philosophy Education with a Concentration in Educational Psychology and Program Evaluation (PhD)

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Tony Perez, Graduate Program Director

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.

## Options for Admission

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 Requirements

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.

## Curriculum Requirements

### Program Requirements

#### Option 1- With Earned Master's Degree

Students entering the program with an earned master's degree will complete a minimum of 18 research course credits, 18 core content area course credits, and 12 elective course credits. Lastly, students will complete a minimum of 12 credits of dissertation research. The total hours of this option is 60 hours and the courses are listed below.

## Option 2- With Earned Bachelor's Degree

Students entering the program with an earned bachelor's degree (but without a master's degree) will take an additional 18 credit hours in research and elective courses at the 600, 700, or 800 levels *in addition to* the requirements for entry with an earned Master's degree (see 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 introductory statistics, research methods, psychology, educational leadership, higher education, teaching and learning, or instructional design and technology. The total hours of this option is 78 hours.

### Prerequisite Coursework\*

FOUN 611	Introduction to Research Methods in Education	3
or FOUN 612	Applied Research Methods in Education	
FOUN 722	Introduction to Applied Statistics and Data Analysis	3

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

### Research Core Courses (18 Credits)

FOUN 812	Research Design and Analysis	3
TLCI 814	Qualitative Research Design in Education	3
FOUN 822	Applied Linear Models in Educational Research	3
FOUN 823	Analysis of Variance Applied to Educational Research	3
FOUN 840	Educational Measurement and Assessment	3
FOUN 813	Program Evaluation in Education	3

### Professional Preparation Courses (6 credits)

FOUN 830	Theories of Learning and Instruction	3
FOUN 850	Sociological and Philosophical Foundations of Education	3

### Emphasis Areas

Select one of the following: 12

#### *Educational Psychology (12 credits):*

FOUN 831	Human Development in Education	
FOUN 835	Motivation in Education	
FOUN 870	Formative Assessment of Student Learning	
FOUN 836	Metacognition and Self-Regulated Learning	

#### *Program Evaluation (12 Credits)*

FOUN 818	Analysis with Large Datasets	
TLCI 895	Topics in Education (Grant Writing)	
TLCI 815	Advanced Qualitative Research	
FOUN 870	Formative Assessment of Student Learning	

**Elective Courses Chosen with Advisor (12 Credits) 12**

**Dissertation Research Project (12 Credits) 12**

FOUN 899	Dissertation	
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**Total Credit Hours 60**

## Additional Requirements

### 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.

## 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.

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.