

Doctor of Philosophy

Community College Leadership (PhD)

4100 Education Building
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The Ph.D. degree in Community College Leadership is designed to equip leaders for the nation's community colleges and develop researchers focusing on community college topics. The curriculum is tailored for professionals aiming to expand their knowledge and advance their careers. It includes courses in leadership, administration, workforce development, curriculum design, finance, and policy development, with an emphasis on improving student success and labor market outcomes. Participants will acquire skills that prepare them for high-level leadership positions at community colleges, as well as roles as faculty members, researchers, national policy advocates, and leaders in federal and state organizations (such as system offices, state agencies, and federal agencies), workforce development leaders, as well as other related careers.

Students engage in a cohort model, promoting a shared learning experience, community engagement, and the broadening of professional networks. Working professionals from across the U.S. participate in live, online classes throughout the year and attend an annual, one-week Summer Institute. At the Institute, they connect with faculty, colleagues, and guest scholars. The curriculum is divided into four main areas: core community college content courses, research methods courses, electives, and a dissertation. This program is available online, with the face-to-face Summer Institute.

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;
3. Provide three (3) letters of recommendation. At least one letter must come from an individual can describe 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 presents a concise statement about your academic and professional background, your career goals, and your reasons for applying to this degree program. Please be specific in explaining how this program aligns with your educational and career objectives.
5. Provide an original academic writing sample, up to 2 pages single-spaced, in which you identify at least one thematic research area of interest and explain your interest in this area. Possible topics may include completion and transfer, learning outcomes, labor market outcomes, equity, technology, culture/organizational behavior, or a topic of your choosing. Be sure to describe the issue at hand and explain its significance to 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.

Applications for admission are on a rolling basis. Graduate assistantships are awarded in February annually. The admissions committee will review and select applicants. Interviews may be used to determine final admissions decisions.

Admitted students will complete the first Summer Institute in the summer semester following their admission. Students admitted for the summer

will start with the Summer Institute, while those admitted in the fall or spring will complete their first Summer Institute in the subsequent summer. Both first- and second-year students are expected to attend the Summer Institute and will enroll in two courses, with the majority of the meeting time scheduled during their week at Old Dominion University's main campus. The dissertation requires a minimum of nine credit hours, depending on the time necessary for a student to complete their dissertation work.

Curriculum Requirements

Core Courses

CCL 820	Community College Leadership	3
CCL 824	Community College Finance, Fundraising, and Resource Management	3
CCL 826	Community College Curriculum, Program Development, and Quality Assurance	3
CCL 830	Community College Politics, Policy, and Advocacy	3
CCL 866	Seminar on the Modern Community College: Foundations, Philosophy, and Vision	3
SEPS 765	Trends and Issues of Economic and Workforce Development	3
HIED 809	Proseminar in Doctoral Studies	3
HIED 852	The Law of Higher Education	3
Research Courses *		
FOUN 812	Research Design and Analysis	3
FOUN 813	Program Evaluation in Education	3
FOUN 822	Applied Linear Models in Educational Research	3
or FOUN 823	Analysis of Variance Applied to Educational Research	
TLCI 814	Qualitative Research Design in Education	3

Electives **

Select two of the following:		6
CCL 868	Internship in Community College Leadership	
CCL 895	Topics in Community College Leadership	
CCL 897	Independent Study	
HIED 808	Foundations of Higher Education	
SEPS 761	Foundations of Adult Education and Training	
HIED 812	Strategic Planning	
HIED 825	Higher Education Politics and Policy	
HIED 843	Campus Internationalization	
HIED 844	Global Higher Education Systems: A Comparative Approach	
HIED 871	Global and Intercultural Perspectives in Higher Education	
HIED 894	Governance, Organization, and Administration of Higher Education	
HIED 895	Topics in Higher Education Administration	
COUN 807	Adult and College Student Development	

Dissertation Seminar

CCL 881	Dissertation Seminar	3
or FOUN 881	Dissertation Seminar	

Dissertation (minimum 9 credits)

CCL 899	Dissertation	9-12
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Total Credit Hours

54-57

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

** 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.

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 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.

Continuance Policy and Procedures for the Educational Leadership Program

The following policy has been established for continuance in *Educational Leadership Program*.

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 ELS 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 ELS 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.