



Department of Foundations of Education

Ph.D. in Education Track in Educational Psychology

Procedural Information and Guidelines

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This handbook is designed to guide doctoral students through the Educational Psychology track in the Ph.D. in Education. Aspects of the doctoral program that are unique to Educational Psychology are outlined in this document, and the Educational Psychology faculty reserve the right to change and update information and requirements as appropriate. Students are also expected to be familiar with the PhD in Education Student/Faculty Handbook for general policies <http://www.soe.vcu.edu/files/2013/07/Ph.D. in Education Program Handbook 48hour Spring-2012.pdf> . Many forms are also available on the Doctoral program Blackboard site. It is the responsibility of all doctoral students to keep abreast of program requirements and changes in the program.

Philosophy

The Doctor of Philosophy (Ph.D.) in Educational Psychology track is designed for research-oriented doctoral students who want to promote the success of students in educational environments. Doctoral students will integrate theory and research in the areas of cognition, social psychology and motivation, assessment, educational policy, and diversity to better study learning in schools or other educational settings. This doctoral program is ideal for students who want to specialize in achievement motivation and other related social processes. Research interests of current faculty are available on the Educational Psychology website at <http://www.soe.vcu.edu/programs/ph-d-in-education-concentration-in-educational-psychology/> . Graduates are well-prepared to teach in educational psychology and related programs at the college or university level as well as to take leadership positions in state or school division research and policy environments. A minimum of 48 credits is required for the doctoral degree. Students who wish to be employed in higher education after graduation should plan to take more credits and time to complete the degree to be competitive for academic positions.

Admission to the Educational Psychology Track

The Educational Psychology track faculty are committed to identifying individuals capable of conducting quality research in a higher education or K-12 setting. Students applying for admission to the Ph.D. track in Educational Psychology must:

1. Meet School of Education and Graduate School criteria for admission (check your entry year in the Graduate Catalog).
2. Supply a written statement of professional goals including:
 - a) Professional/career goals and specialized academic interest areas.
 - b) Skills and/or characteristics which will facilitate the applicant's pursuit of the goals cited (e.g., research experience, statistical knowledge ...)
3. Participate in a personal interview with Educational Psychology faculty. Although an in-person interview with the candidate is highly preferred, a video (e.g., Skype) interview with the candidate is acceptable.

Applicants should be prepared to answer questions similar to the following:

- What was the nature of your academic preparation and interests during your baccalaureate/Master's program?
 - What factors influenced your decision to pursue educational psychology as a career?
 - What factors influenced your decision to pursue a doctoral degree?
 - In what setting would you be most inclined to work following the completion of your degree? What factors, events, or experiences have led to this selection?
 - Tell us about your experiences with research.
 - What do you believe your strengths are when it comes to being a doctoral student? What skills might you need to work on?
 - What else do you wish to have the selection committee know about you?
4. Provide a minimum of three references and letters of recommendation from individuals in a position to evaluate an applicant's graduate study potential. Applicants should consider the inclusion of references who can address their academic ability and research capability.

Doctoral Program Overview

Upon admission to the Educational Psychology doctoral track, students' main responsibility will be to complete initial course work while reflecting on career goals, pursuing research ideas, and eventually selecting a dissertation committee. During this period, students will interact and collaborate with professors in the track through course work and other professional activities. These interactions are opportunities for multiple experiences to learn how faculty engage in their work and how students will begin their own work.

Throughout their graduate student career, students work closely with a faculty advisor. The advisor will aid the student in developing a program of study, choosing co-curriculars to help him or her prepare for career goals, and ideally work with the student on the faculty member's research program, learning each step of the research process. The student-faculty relationship is a mutually chosen partnership. Students should feel free to change advisors if it furthers their educational goals. Students are encouraged to gain additional research experience with other faculty members as well.

Competencies

The following is a list of minimal competencies that all Ph.D. students must complete:

I. Analytical and Writing Skills

1. Demonstrate general and applied knowledge of the different conceptual approaches to research that are used in educational psychology.
2. Demonstrate the ability to critically analyze, synthesize, and critique the literature in educational psychology. Students should be able to identify weaknesses in methodology as well as gaps in the literature.
3. Write a succinct, coherent, and well-conceived research proposal on a selected topic in the second and third year.
4. Collect and analyze data and report findings.

II. Content Knowledge

1. Demonstrate knowledge of the critical issues and trends in educational psychology through oral and written communication skills in courses as well as through the doctoral comprehensive exam.
2. Begin to develop an area of expertise in the field of educational psychology.

III. Professional Skills

1. Develop doctoral level professional skills including: (1) an understanding of teaching and research skills that are developed through doctoral study; (2) an understanding of the roles and responsibilities of faculty and of students in the doctoral training process.
2. Develop a detailed vitae documenting areas of expertise, professional skills, and experiences. The doctoral student and the advisor will work together to plan co-curricular activities to build the vitae.

Required Coursework in Educational Psychology

- EDUS 620 Human Development in Education (offered fall semester of odd years)
EDUS 621 Motivation in Education (offered spring semester of odd years)
EDUS 662 Educational Measurement and Evaluation (offered fall semester, in even numbered years)
EDUS 720 Seminar in Cognition and School Learning (offered spring semester of even years)
EDUS 721 Seminar in Social Processes and Education (offered fall semester of even years)
EDUS 797 Directed Research (offered every semester, 1 credit required for first 3 semesters)

Electives

Students must take a minimum of 3 electives throughout their program. One must be from another department or program in the School of Education, one must be from a department outside of the School of Education and at least one must be a research elective. Some possible electives are:

EDUS 661 Educational Evaluation
MGMT 643 Applied Multivariate Methods
PSYC 643 Principles of Psychological Measurement
STAT 623 Discrete Multivariate Analysis
SWKD 705 Multivariate Analysis in Social Work and Human Services Research
SOCY 605/PADM 605 Survey Research Methods
NURS 772 Advanced Qualitative Research Methods
SBHD 633 Structural Equation Modeling
SBHD 610 Behavioral measurement
EDUS 651 Mixed Methods
EDUS 651 Psychological Theory and Educational Reform
EDUS 651 Multivariate Statistics
Psychology courses
CCC track courses

Co-Curricular Activities

The purpose of all co-curricular activities is to shape the student's curriculum vitae, making him or her as competitive as possible for available jobs after graduation. Co-curricular activities may include participation in research, teaching, and grant preparation. These activities will be monitored by the advisor and track coordinator. Some activities are required of all PhD students in the Educational Psychology track, and others are determined with the student's specific career goals in mind.

Required:

- _____ CITI training for social and behavioral research; complete in first semester
- _____ submit an individual or group proposal to a conference in year 2
- _____ submit an individual or group proposal to a conference in year 3
- _____ attend a regional or national conference

Choose at least 1 from the list below in consultation with your advisor:

- _____ Serve as a TA for a course or teach a course (especially if interested in academia)
- _____ Apprentice with a faculty member as a research assistant for 2 consecutive semesters, submit a review of work completed. (for no credit or for credit in addition to the 48 hrs. of the program)
- _____ Co-author an article or participate in grant writing
- _____ Attend 2 workshops or conferences (e.g., VCU, state, regional, or national)
- _____ Other, as advisor and track coordinator agree.

Development of a Program of Study

All Ph.D. students need to complete the required Program of Studies Form provided by the School of Education Doctoral Studies office. The form should be available on the Blackboard site. See also Appendix C for the Educational Psychology Program Planning Guide and course sequencing.

One of the most important functions of the student's advisor is the development of a detailed program of study. The purpose of this document is to help plan and guide the student's doctoral program. Although this program is highly individualized and presupposes appropriate baccalaureate and Master's training, there are requirements that must be taken by all Ph.D. students. The preliminary form should be completed during the first semester, and a tentative, final form should be completed after the qualifying exam.

The student, advisor, and track coordinator must approve programs of study. Major changes in program must be approved in the same manner. The student's advisor may approve minor changes (e.g., changes in a co-curricular activity).

Annual Review

Doctoral students will be reviewed on an annual basis. The first year review will occur in September following the qualifying exam. In subsequent years the review will occur in May, or after the comprehensive exam. Students are asked to complete the Graduate Student Progress Report prior to the review meeting.

The first year review of doctoral students is designed to assess the student's strengths, motivation, professionalism, and potential for achieving an in-depth knowledge of issues in educational psychology and research, and a high level of competence in professional writing and speaking. The goal of this review is to assist students in making wise career decisions and to recommend specific courses or experiences, if any, that the student should undertake if he or she continues in the doctoral program. The program of study will be revised at this time.

See Appendix A for procedures and Appendix B and the Educational Psychology section on Blackboard for the Graduate Student Progress Report.

Qualifying Examination

The qualifying examination is the same for all doctoral students in the School of Education. Please see the PhD in Education Student/Faculty Handbook for guidance.

Educational Psychology Doctoral Track Comprehensive Examination

School of Education Ph.D. in Education Program Handbook Description

From its inception, the Ph.D. in Education Program has been designed to develop interdisciplinary conceptual skills beyond the traditional in-depth extension of the master's program and to emphasize rigorous thinking and the capacity to integrate theory with practice. The comprehensive examination component of the program seeks to ensure that each degree candidate can demonstrate in writing the ability to conceptualize, apply, and communicate information at an advanced doctoral level. The process of developing, administering, and grading the comprehensive examination in each track is coordinated among faculty of the specific track. Deciding when to take the comprehensive examination should be made in consultation with the student's advisor. Consideration should be given to a number of factors, including (a) the degree to which formulating a draft prospectus may assist in writing the examination; (b) the availability and scheduling of final program courses, including EDUS 890 and EDUS 899; and (c) the requirements for continuous registration and for sequencing of the seminar, prospectus review, and actual dissertation research hours. A student who wishes to take the examination must notify* his or her advisor and/or track coordinator the semester prior to the semester in which he/she plans to take the examination.

*Note: Registration for the examination (when a student informs ODS that he or she will take the exam) constitutes an examination attempt by the student. Failure to take the examination will count as a failure of the examination and the student will have only one more opportunity to take the examination. Students must be registered for a university course the semester in which the exam will be taken. If the student has no other program course for which to register, he or she should register for EDUS 641.)

Educational Psychology Track Options

The comprehensive exam will be taken after completing all required coursework but before beginning the externship. This assessment allows students to demonstrate their depth of knowledge and their ability to integrate information from Educational Psychology and their specialty area. A written comprehensive examination must be passed for students to continue in the doctoral program.

Students in the Educational Psychology Ph.D. track have two options for the comprehensive exam. The first option is a scholarly literature review. It is expected that the literature review is suitable to submit for publication. The second option is a timed exam that covers an array of educational psychology topics central to the interests of the student.

Preparation

Students meet with their advisor by the first week of the semester in which the exam is to occur to determine the topic and scope of the literature review or to submit topics for the timed exam questions.

Literature Review

Prior to the meeting, students submit 2 – 3 possible topics to their advisor for review and discussion. Once the topic is decided, students prepare the abstract for the review for their

advisor's approval. The advisor and student agree upon a submission deadline, which should be no later than the end of the semester.

Timed Exam

Prior to the meeting, students submit 6 – 8 possible topics to their advisor for review and discussion. Once topics are decided, students prepare a reading list/bibliography consisting of approximately two pages of current, key references for each central topic. Reading lists should be submitted to the advisor at least three weeks prior to the examination date.

Administration

Literature Review

Over the course of a semester, students will write a literature review. The review must demonstrate the student's theoretical mastery of the agreed-upon topic. Relevant practical applications should be included in the discussion. The review should be written with the quality expected of a journal submission. Students are expected to submit the literature review to their advisor on or before the deadline determined at the initial planning meeting.

The exam will be scored on a three-point scale: Fail, Low Pass, or High Pass.

Timed Exam

Over the course of four days, students will answer four questions, spending a maximum of four hours on each. It is suggested that students use the first three hours to write their response and spend the remaining time reviewing, editing, and revising each day. Students are free to use resources, but are encouraged to use their time wisely. Responses should be typed and double spaced. Students are expected to cite using APA format where appropriate, however, APA accuracy will not be graded.

Grading

Students can expect written notification of their comprehensive exam performance within four to six weeks of submission. Each response is read and graded by two or more track faculty. All questions will be graded High Pass, Low Pass, or Fail according to the rubrics in Appendix E. In order to pass the exam, students must receive a minimum of low pass on all questions. However, for responses scored as "Low Pass" students will be invited to a meeting with readers to elaborate on answers as needed. Students with responses scored as "Fail" will be asked to rewrite the question or write a response to a different question. Failing the question a second time will result in termination from the program. Students have the right to appeal this decision as stated in the Ph.D. in Education Handbook.

Policy on Doctoral Student Teaching

Following SACS, the University accrediting body, we have the following policy regarding doctoral students obtaining teaching experience.

Full-time doctoral students are able to teach one course during an academic year. Part-time students may have more flexibility if they do not already have a full-time job.

Qualifications: A master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline. This means that if a student has a master's in Educational Psychology he or she can teach in the first year. Otherwise, full-time doctoral students must be in their second year of doctoral preparation. Part-time students will need to have completed 18 credit hours.

Supervision: Graduate students with little teaching experience may be asked to shadow a faculty member who is teaching an educational psychology undergraduate or master's level class. Shadowing typically means attending most classes and meeting with the professor to talk about methods, issues, etc.

When teaching, the graduate student will meet on a regular basis with the faculty member who typically teaches the course that the student is teaching for advice on developing the syllabus, suggestions for activities and supplemental materials, advice for handling issues that arise, etc.

The graduate student will be evaluated periodically by the supervising faculty member and/or the department chair.

Procedure: Students who wish to be considered for teaching should submit a vita to the department chair along with a request to teach EDUS 301, EDUS 607, EDUS 617, or EDUS 660. This should be accompanied by letters of support from the student's advisor and track coordinator.

Externship

The student will identify an externship that will build his or her research skills by working in a professional environment outside of the School of Education. For example, students have found placements with the VA Department of Education, with the research departments of public K-12 school divisions, with institutional research at VCU or neighboring institutions, and with a grant project at VCU. The student's advisor will give the student a grade based on the portfolio turned in and the recommendation of the externship supervisor. See Appendix D and the Educational Psychology portion of Blackboard for the supervisor evaluation and Blackboard for the externship form.

Concept Paper Expectations and Evaluation

It is expected that the concept paper will be a roadmap for developing the dissertation proposal. Please see the guidelines in the Doctoral program handbook and the rubric in Appendix E of this packet.

DOCTORAL PROGRAM CHECKLIST

There are many points to follow from admission to graduation. Use this checklist as a basic guide to help you through the process. In addition, you must use the information in your graduate catalog, the School of Education Doctoral Program Handbook, and this document to keep you informed as to the requirements needed at each step in the doctoral degree.

- _____ 1. **Admission to the Program**

- _____ 2. **Qualifying Exam**

- _____ 3. **First Year Review**

- _____ 4. **Program of Studies Approval**

- _____ 5. **Completion of Course Work**

- _____ 6. **Comprehensive Examination**

- _____ 7. **Completion of Externship**

- _____ 8. **Completion of Co-Curricular Activities**

- _____ 9. **Concept Paper Evaluation**

- _____ 10. **Dissertation Proposal Approval**

- _____ 11. **Dissertation Defense**

Appendix A
Educational Psychology Track
First Year Review of Doctoral Students

The first year review of doctoral students is designed to assess the student's strengths, motivation, professionalism, and potential for achieving an in-depth knowledge of educational psychology issues and a high level of competence in professional writing and speaking. The goal of this review is to assist students in making wise career decisions and to recommend specific courses or experiences, if any, that the student should undertake if he or she continues in the educational psychology doctoral track.

Timeline

The first year review will take place after the completion of 12-18 hours of coursework, and the qualifying exam, usually in August at the beginning of Year 2.

Process

The student will complete the Graduate Student Progress Report (Appendix B). The doctoral advisor will coordinate the evaluation by the faculty or others who have had contact with the student during coursework or employment. Students will provide a list of instructors and supervisors during the spring semester of their first year. Evaluation forms will be sent out and returned to the doctoral advisor prior to the review meeting and will be available to the review committee.

Outcomes

On the basis of the student's performance assessment in the first year review, the review committee may indicate one of the following options:

1. The student has completed the review successfully, and the student may continue in the doctoral program without special contingencies.
2. The student has completed the review successfully, but with special contingencies (which will be specified in writing to the student by the review committee chair) such as: (a) successful completion of specific course work to address concerns or (b) successful completion of other professional experiences deemed necessary.
3. The review committee determines a need for significant contingencies, which would require a written course of remediation acknowledged by the student and committee members. Another meeting with the committee (or chair) at an agreed upon date will be scheduled to evaluate progress toward completion of the written remediation plan.
4. The review committee determines a mismatch between the student's career goals and the program offerings in educational psychology track, although the student showed potential for doctoral study in another field, and the student is encouraged to apply for admission to a different degree track or program.
5. The review committee identifies substantial concerns in the student's preparation for doctoral study and the committee discontinues the student from the program.

Appendix B
Graduate Student Progress Report
Educational Psychology Track

Instructions: Please complete the following questions directly on this document. Return it and a copy of your updated CV by email attachment to your advisor and the Educational Psychology Track Director. Thank you!

- 1. Name:**
- 2. Advisor:**
- 3. Expected semester of graduation:**
- 4. Do you currently have an assistantship?**
 - a. If yes, please describe briefly.**

- 5. Are you interested in an assistantship in the future? If yes, please elaborate.**

- 6. Please describe your accomplishments this past summer and academic year:**
 - a. Research:**
 - i. Conference papers: Please list all local, state, or national scholarly presentations you have made since May of last year, using APA format and including co-authors:**

 - ii. Publications: Please list any scholarly publications including technical reports you have authored or co-authored and submitted for publication or have had published since May of last year, using APA format and co-authors:**

 - iii. Other:**

 - b. Teaching:**

 - c. Service:**

 - d. Awards or special recognitions (including travel awards):**

 - e. Other accomplishments:**

- 7. Your reflections and goals. Please provide an analysis of (a) your past year in the Educational Psychology track and (b) your goals for the coming year. Please feel free to include suggestions here for the program that could improve your and other students' experiences in the program.**

Appendix C PhD in Educational Psychology

Prerequisites

_____ Research methods in education _____ Introductory social statistics

Major Program Courses

- _____ EDUS 702 Foundations of Educational Research and Doctoral Scholarship I
(take spring of year 1)
- _____ EDUS 703 Foundations of Educational Research and Doctoral Scholarship II
(take summer of year 1)
- _____ STAT 608/EDUS 651 Statistics for Social Research (take fall of year 1)
- _____ EDUS 710 Educational Research Design (take spring of year 1)
- _____ EDUS 711 Qualitative Methods and Analysis (typically offered in spring)
- _____ EDUS 797 Directed Research: Educational Psychology (take 1 credit for first 3
semesters)
- _____ EDUS 620 Human Development in Education (take fall of year 1 or 2)
- _____ EDUS 621 Motivation in Education (take spring of year 1 or year 2)
- _____ EDUS 662 Educational Measurement and Evaluation (offered fall of even years)
- _____ EDUS 720 Cognition and School Learning (take spring of year 1, 2, or 3)
- _____ EDUS 721 Social Processes and Education (take fall of year 1 or 2)
- _____ Elective from outside the School of Education (see research list below, or another)
- _____ Elective from SOE programs (EDUS 661 Educational Evaluation, or another)
- _____ Research elective (e.g., MGMT 643 Applied Multivariate Methods, SOCY 623 Causal
Analysis, SOCY 605/PADM 605 Survey Research Methods, or NURS 772
Advanced Qualitative Research Methods)
- _____ Externship (may be within the SOE to complete co-curricular activities)
- _____ EDUS 890 Dissertation Seminar

Co-Curricular Activities for portfolio

Required:

- _____ CITI training for social and behavioral research; complete as early as possible
- _____ submit an individual or group proposal to a conference in year 2
- _____ submit an individual or group proposal to a conference in year 3
- _____ attend a regional or national conference

Choose at least 1 from the list below in consultation with your advisor:

- _____ Serve as a TA for a course or teach a course (esp. if interested in academia)
- _____ Apprentice with a faculty member as a research assistant for 2 consecutive semesters,
submit a review of work completed. (for no credit or for credit in addition to the 48
hrs. of the program)
- _____ Co-author an article or participate in grant writing
- _____ Attend 2 workshops or conferences (e.g., VCU, state, regional, or national)
- _____ Other, as advisor and track coordinator agree.

Qualifying Exam (after 18 credits) Date _____ Score _____

Comprehensive Exam (after concentration courses) Date _____ Score _____

Proposed Plan of Study for Educational Psychology PhD Track

Odd Year Cohort for Full-Time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1 21 credits	STAT 608/EDUS 651 EDUS 620 EDUS 797 (1) elective	EDUS 702 EDUS 710 EDUS 720 EDUS 797 (1)	EDUS 703 EDUS 797 (1)
Year 2 21 credits	EDUS 721 EDUS 662 Elective	EDUS 621 EDUS 711 Elective	Externship Write concept paper Prepare for comps
Year 3 18 credits	EDUS 890 electives	EDUS 899	EDUS 899

*Qualifier in August of year 2

*It is recommended that EDUS 797 be taken every semester to continue research projects. Also, students planning an academic career should take an additional year of coursework and research.

*Comprehensive in August year 3

Even Year Cohort for Full-time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1 21 credits	STAT 608/EDUS 651 EDUS 721 EDUS 797 (1) EDUS 662	EDUS 702 EDUS 710 EDUS 621 EDUS 797 (1)	EDUS 703 EDUS 797 (1)
Year 2 21 credits	EDUS 620 Elective Elective	EDUS 720 EDUS 711 Elective	Externship Write concept paper Prepare for comps
Year 3 18 credits	EDUS 890 electives	EDUS 899	EDUS 899

*Qualifier in August of year 2

*It is recommended that EDUS 797 be taken every semester to continue research projects. . Also, students planning an academic career should take an additional year of coursework and research.

*Comprehensive in August year 3

Part time Odd year Cohort

	Fall Semester	Spring Semester	Summer Semester
Year 1 18 credits	STAT 608/EDUS 651 EDUS 620 EDUS 797 (1)	EDUS 702 EDUS 710 EDUS 797 (1)	EDUS 703 EDUS 797 (1)
Year 2 12 credits	EDUS 721 EDUS 662	EDUS 621 EDUS 711	
Year 3 12 credits	Elective Elective	EDUS 720 Elective	externship write concept paper prepare for comps
Year 4	EDUS 890	EDUS 899	EDUS 899

*Qualifier in August of year 2

*It is recommended that EDUS 797 be taken every semester to continue research with or without credit .

*Comprehensive in August year 4

Part time even year cohort

	Fall Semester	Spring Semester	Summer Semester
Year 1 18 credits	STAT 608/EDUS 651 EDUS 721 EDUS 797 (1)	EDUS 702 EDUS 710 EDUS 797 (1)	EDUS 703 EDUS 797 (1)
Year 2 12 credits	EDUS 620 Elective EDUS 797 (1)	EDUS 720 EDUS 711	
Year 3 12 credits	EDUS 662 Elective	EDUS 621 Elective	externship write concept paper prepare for comps
Year 4	EDUS 890	EDUS 899	EDUS 899

*Qualifier in August of year 2

*It is recommended that EDUS 797 be taken every semester to continue research, with or without credit.

*Comprehensive in August year 4

Courses in Bold must be taken in the semester indicated, since they frequently are offered only once a year or once every other year.

Educational Psychology Doctoral Track Comprehensive Examination
Literature Review Rubric

Student Name: _____

Date: _____

Fail	Low Pass	High Pass
Writing is unintelligible and/or poorly organized and detracts from the presentation of ideas.	Writing is understandable, but lacks precision and/or does not flow well around the ideas.	Writing is intelligible, concise, well-organized, and flows nicely around the ideas.
The ideas expressed in the review poorly supported.	The ideas expressed in the review are somewhat supported.	The ideas expressed in the review are thought-provoking, well-defended, and creative.
The review shows minimal understanding of the concepts central to the review.	The review shows adequate conceptual understanding, although limitations in depth and/or breadth are evident.	Student's understanding of concepts central to the review is well-developed, both deep and broad.
References are inadequate	Reference list omits some key references.	Thorough, current set of references.
Your paper includes multiple (i.e., 20 or more) errors of many types in APA 6 th Edition style. There are many (i.e., 20 or more) errors in grammar or spelling in your paper.	Some errors of APA 6 th edition style formatting are present. There are some grammatical or spelling errors throughout the review.	You accurately use APA 6 th edition style throughout your paper. There are very few or no grammatical or spelling errors in your paper.
Review was not submitted on time.	Review was submitted on time.	Review was submitted on time.
Evidence of plagiarism is present.		
Comments:		

Appendix E Externship Student Evaluation

At the conclusion of the externship, each extern supervisor should complete this Externship Student Evaluation Form. The purpose of this evaluation is to provide the student with feedback on the extern supervisor's perceptions of his or her work. The student is responsible for asking the extern supervisor to complete this form and cannot receive a grade until the form is completed.

Student Name: _____

Evaluated By: _____

Evaluation Date: _____

Demonstrates effective communication with fellow professionals

- has some difficulty communicating ideas clearly (in writing and/or orally).
- demonstrates effective communication (written and oral).
- written and oral communication skills are exemplary and especially effective.

Demonstrates effective collaborative skills with fellow professionals, works cooperatively with others

- fails to demonstrate successful collaborative skills and/or fails to work cooperatively with others.
- demonstrates some collaborative skills and has demonstrated some cooperative effort with others.
- demonstrates the necessary ability to work collaboratively and cooperatively with others.

Completes duties on time, is prepared in advance, and on time for all scheduled activities

- fails on occasion to complete assignments, duties, and tasks on time.
- completes assignments, duties, and tasks on time.
- is prepared in advance of all timelines and completes all required duties on time.

Seeks feedback and advice to improve and reacts positively to suggestions for improvement

- does not seek feedback and advice without prompting and/or fails to react positively to such feedback when given.
- works for professional growth (seeks feedback and advice to improve) and responds to feedback positively.
- regularly seeks feedback and incorporates it into work.

Comments (please use additional pages as necessary, or attach a separate letter):

Appendix F
Concept Paper Review

Name:

Track:

Title of proposed study:

Please comment on the strength of the following characteristics:

1. Describes and evaluates key studies

2. Identifies key gaps in the literature

3. Has a researchable problem that contributes to the literature

4. Demonstrates ability to write about the research literature and a research idea

5. Uses APA style and is mechanically sound

Concept paper is acceptable: _____ yes _____ no

Reviewed by
Dissertation Chair _____ Date _____

Track Coordinator _____ Date _____