ABOUT THIS HANDBOOK

Welcome to Virginia Commonwealth University’s Doctor of Education Program!
Earning a terminal degree in any field is a challenging process, and we are honored that you've selected our program in the VCU School of Education to fulfill your goal. Our Ed.D. program is designed to provide practitioners the leadership tools needed to implement change and transform their organizations by focusing on real-life, "use it tomorrow" learning that is both rich and relevant.

This handbook will assist you in navigating the expectations, policies, and procedures that will govern your program experiences during the next 3 years. Please become familiar with its contents.

Our program has evolved over time and will continue to do so in order to reflect changing needs and emerging best practices. While we strive to keep all students informed about issues that affect them, we reserve the right to make changes to the program’s course sequence, content, and policy as necessary.

Feel free to contact me at any time if you have questions or concerns. I can be reached via email at arkinjh@vcu.edu.

Best wishes for your success!

Jamie H. Arkin, Ed.D.
Program Coordinator
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OVERVIEW AND FRAMEWORK

The Education Doctorate (Ed.D.) offered by the Department of Educational Leadership in the School of Education at Virginia Commonwealth University (VCU) is a three-year, cohort-based program that admits participants who are leaders currently filling educational leadership roles in various organizations such as K-12 schools, community colleges and universities, non-profit organizations, and industry. Participants are engaged with authentic learning experiences and a rigorous academic program designed to facilitate the acquisition of appropriate knowledge and skills pertaining to the effective leadership of organizations with educational components. Ed.D. participants align and refine their leadership in accord with the democratic imperative for ethical leaders who value equity and hold themselves accountable.

PROGRAM GOALS

- To foster the emergence of a learning community among the cohort participants founded on teamwork, and knowledge of and respect for the diversity of life and leadership experiences, talents, and perspectives that each participant brings to the program.
- To critique foundational leadership theory and acquire research literacy.
- To explore legal and ethical frameworks for decision-making.
- To enhance participants' leadership communication skills, particularly in the contexts of advocacy for social justice and equity.
- To initiate participants into the VCU research community and scaffold their growing expertise as researchers who can relate their findings to problems of practice.
- To support teams of practitioners as they refine their competence as leaders in the conduct of program evaluations for organizational clients.
- To graduate scholar practitioners who will positively impact their leadership environments.

The program is built upon the assertion that a leader’s work is contextual. To lead well, the leader must be able to make decisions based upon available information of many types, sometimes with limited time for reflection. Consequently, leaders need to be able to bring a number of analytical frames to the decision-making context—frames that support economic, legal, political, human relations, emotional, ethical, learning, and systems-thinking perspectives. At the core of the conceptual framework of this program is the conviction that leaders need to be able to access and analyze a variety of data to inform both policy and practice—all within fragmented and contested spaces and contexts.

Organizations are rich in data. However, stand-alone data are of limited use. Data that become useful are interrelated and processed into information, which is then used to address problems of practice and promote change. The complex organizations of today constantly face adaptive challenges, and require leaders who are committed to moving from single loop to double loop thinking, and from quick fix, isolated approaches to reflective, systematic understanding. Effective leadership in current contexts is characterized by a commitment to change and a high degree of tolerance for ambiguity and disequilibrium.
The Ed.D. aims to foster the emergence of scholar practitioners who manifest the leadership skills that sustain learning organizations—organizations that continually reflect and develop. Participants in the Ed.D. are encouraged to approach problems of practice as opportunities to utilize multiple perspectives, thereby inclining the learning organizations in which they lead towards change and the facilitation of and accountability for legal, ethical, and equitable outcomes.

Historically, administrator and leadership preparation programs have focused on the transmission of content. This Ed.D. in Leadership begins where existing programs end, with an emphasis on the leadership processes involved in the acquisition of knowledge, understanding, and wisdom.

**Program Features**

The Ed.D. in Educational Leadership is a 48-hour, three-year program. This program has the following features:

- Practitioner orientation
- Competitive admissions
- Mid-career entry
- Prescribed curriculum that emphasizes leadership development, reflective thinking, and practical application
- Learning-community/cohort base
- Problem-oriented andragogy and curriculum
- Both VCU full-time faculty and practitioner expertise
- Applied research as a culminating assignment
- Varied formats: Traditional face-to-face classes or fully online instruction (which includes a yearly residency).
- Specialized learning communities for higher education and general leadership/K-12 educators.

Students examine cases built around enduring questions in the field and examine these questions through three lenses: learning, equity, and accountability. Questions are explored through contrasting evidence from economic, systems, legal, human relations, and political data and perspectives. The program content and assessments align with common curriculum elements across perspectives.

VCU Department of Educational Leadership is a member of the Carnegie Project on the Education Doctorate (CPED) which ascribes to six guiding principles for Ed.D. programs. These principles state that the professional education doctorate:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

**INQUIRY COMPONENTS**

This program stresses *research literacy*, a set of skills and knowledge that leaders need in order to understand and use research for policy and practice decisions. Therefore, the inquiry strands of this Ed.D. focus on issues of research literacy, methods of systematic inquiry and how leaders can *identify and analyze data effectively* -- with the primary goal of building the requisite skills leaders need to *use data for decision-making*. In order to base action upon research, leaders must be able to judge the quality and applicability of the research. Students in this program learn to evaluate the evidence from research and explore the implications of this evidence for policy and practice implementation.

Leaders need a blend of quantitative, qualitative, legal, ethical, economic, and reasoning skills. They also need to be able to merge these skills around the core elements of their organizations.

A research literate leader is able to:

- read the research of others and judge the value of this research for practice;
- organize data to describe what the data say;
- use data spreadsheets such as Excel to sort, compare, and display data;
- understand a variety of types of data including economic, interview, survey, and test data;
- engage public communication and public opinion by gathering information through face-to-face interviews, observations, focus groups, paper and pencil and web surveys;
- understand the principles behind testing, different types of tests and the limitations of information provided by tests;
- identify purposes and evaluate the effectiveness of programs; and
- examine the cost effectiveness of decisions.
Activities in the program require students to examine the three analytic lenses – learning, equity, and accountability – from a number of frames to include: systems, economic, legal, and human relations. Problems of practice and issues of the field are the contexts in which students use frames to consider issues of equity, learning, and accountability. Each frame uses a different type of evidence or data and asks different questions.

Throughout, students are expected to become competent in a number of skill areas important to leadership. These are:

Managing dynamic organizations
- Articulate a vision
- Understand the implications of culture
- Understand the culture of the organization and barriers to change
- Implement sustainable change

Working with People
- Incorporate principles of adult development and learning
- Build a professional learning community
- Work effectively with people in different types of groups
- Collaborate with others
- Supervise effectively, utilizing effective communication skills
- Facilitate diversity of ideas
- Build consensus
- Mediate and negotiate

Understanding self as leaders
- Assess personal strengths and attributes
- Develop an ethical core
- Identify cognitive processing approach and relationship to leadership

Communicating and persuading
- Communicate in many forms including oral, written, and technological
- Communicate to inform, motivate, and persuade

As reflective practitioners, students assess their progress in the program based on their experiences and feedback received. Students set leadership goals for themselves considering this information. Students also have the opportunity to gain additional insight into their leadership ability and style through several activities in the program. For example, during the
first year, students complete a self-evaluation/peer-evaluation instrument such as the Leadership Circle Profile 360-degree survey. The results of this instrument will provide students with the opportunity to set additional leadership goals. Faculty members mentor students and assess student progress through both formative and summative feedback throughout the program.

There are 4 major assessments in the program outside of individual coursework and grades: Formative Assessment I, Formative Assessment II, Candidacy, and the Capstone.

**FORMATIVE ASSESSMENT I AND II**

Within the Ed.D. program, yearly evaluations provide an important milestone check for both students and faculty. At the end of Year 1, each student participates in Formative Assessment I, a presentation to faculty using the ePortfolio site as the vehicle to demonstrate student learning and future growth opportunities. At the end of Year 2, each student participates in Formative Assessment II, a portfolio presentation to faculty that demonstrates the student’s readiness for the Capstone process. Both FAI and FAII typically occur in mid-April. These assessments serve two purposes:

1. To assure that students have the appropriate foundational knowledge and skills necessary to progress through their doctoral program
2. To identify students who may have significant deficits in critical leadership areas that would impact continued program success

Students are provided the specific format for their presentations and the evaluation rubric at least two months prior to the event. Students sign up for day/time slots and provide the electronic links to their ePortfolio sites ahead of time so that faculty teams can review the sites prior to the presentations.

As part of the presentation process, faculty pose questions and provide both oral and written feedback.

If the student performance on FAI or FAII is deemed unsatisfactory based on faculty scores on the rubric, the faculty team will discuss next steps with the student. Options include the ability to restructure and redo the presentation, depending on the deficits exhibited. All students who do not successfully pass either formative assessment on the first try are required to attend periodic follow-up meetings with the program coordinator so that program progress can be more closely monitored. Students whose performance does not improve and continues to be a serious concern may be brought up for faculty review and action, including, and up to, dismissal from the program.

**CANDIDACY**

Under University policy, graduate students must be awarded candidacy status to be eligible to receive a graduate degree. Students who meet the following criteria are eligible for Candidacy status, upon recommendation of their advisor and Capstone Director:
Ed.D. Handbook

- Successful completion of Formative Assessment II
- No grades of “D” or “F” or “Incomplete”
- No more than two grades of “C”
- GPA that meets University requirements for graduation
- No outstanding obligations to the School of Education or University

Students must apply for candidacy by completing the form available online on the Graduate School website and submitting it to the EDLP office for processing.

THE CAPSTONE

The Ed.D. program culminates in a Capstone in which teams (2-4 students per team) collaborate to conduct a study for organizations that have an educational component. In general, organizations develop programs to address problems of practice in their fields. Except in the case of funded programs, the evaluation aspect, while acknowledged by program administrators as crucial in providing evidence of effectiveness, tends to be overlooked in the daily focus on the myriad of details involved in making the program work. Thus, Capstone work not only fulfills students’ educational goals, but also provides critical support to the organizations.

As discussed in detail below, organizations that have an educational component are invited to submit a request for assistance (RFA) for study. Each organization’s RFA designates a program administrator who will be the client for the program if the RFA attracts sufficient Ed.D. participant interest.

Capstone teams of two to four students are led by a faculty member, the Capstone Chair. They are assisted by at least two other faculty who make up the Capstone Committee.

As stipulated by the VCU Office of Research, all Ed.D. participants complete the Collaborative IRB Training Initiative (CITI) Basic Course prior to collecting data in EDLP 711 (Year 2). Participants will discuss with their Chair the need to submit an IRB proposal for their capstone work, which is dependent upon the selected research design and methodology of their project.

The capstone is modeled on a typical consultancy undertaking where:

- Clients prepare and present a request for assistance (RFA) for program evaluation. This RFA includes:
  - The name of the client, and a brief history of the program
  - The context of the organization;
  - The problem of practice which the client wishes to be studied;
  - The data that are already collected that will be made available, and the client’s suggestion for further data collection;
  - Resources that the client can make available; and
  - The client’s expectations for deliverables.
In the spring, faculty review and accept possible clients from the submitted RFAs. Ed.D. students are then informed of the choices and indicate the top two or three RFAs on which they would prefer to work. Faculty use this information to assign teams of students to RFAs. A member of the Ed.D. faculty is designated to chair each team.

- Each team presents a Response to the RFA to the client outlining the purpose, research questions, methods of study and data analysis, and timeline. The team, client and Chair agree to the specifics of the study.
- Each team develops an introduction/background, literature review, and methods of study and data analysis. This document is presented to the Capstone Committee for their review and feedback at a Prospectus hearing. Teams must obtain permission from the committee to begin the study.
- The Ed.D. program capstone participants discuss their progress and interim findings with the client at least twice throughout the study, and are expected to maintain regular and professional contact with their client, team members, and chair throughout. Unless further deliverables are decided at the outset, each group will formally present both an executive summary and a full report to the client at the end of the study. Each will include, at varying levels of specificity, the background of the study, a review of literature relating to the problem of practice, a description of the program evaluation that was conducted (including the methods used to gather data), the data analysis, the conclusions reached and subsequent recommendations.
- The Chair attends initial meetings with the client, the progress and interim findings meetings, and the final presentation to the client, with a view to evaluating the performance of the group and gathering client feedback.
- In addition to the products and deliverables requested by the client, the Capstone team develops a full technical report for approval by the Capstone Committee. This includes the first three sections mentioned in the third bullet above and is made complete by the sections on data analysis and conclusions/recommendations, the references, and any needed appendices.
- In addition to the final presentation to the client, the team presents the full technical report to the Capstone Committee for approval, thus paving the way for program completion and graduation. While the Capstone is a team effort, determination of successful completion of the study requirements is made by the committee for each individual student.

Throughout the entire process, the student teams submit to their Chairs, upon request, documentation of individual work, reflections and feedback related to team effort in completing the study. These are submitted in accord with the procedures set by the Chair and are considered part of the Capstone experience. Only those demonstrating the skills and commitment to successfully complete the Capstone will maintain candidacy status toward earning the Ed.D.
This table summarizes the student outcomes evaluated in each of the four assessments throughout the program.

<table>
<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>ASSESSMENT TYPES</th>
<th>FORMATIVE ASSESSMENT I</th>
<th>FORMATIVE ASSESSMENT II</th>
<th>CANDIDACY</th>
<th>CAPSTONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>technology competency by maintaining visually appealing digital portfolios that include: blogs, graded work, reflections, presentations</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>honest and thoughtful self-evaluation of learning and leadership strengths and weaknesses</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>establishment of realistic, relevant goals for professional growth</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>confident and clear communication and presentation skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>understanding and application of effective leadership, team-building, and learning behaviors</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>appropriate data gathering, management and analysis techniques</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>making of decisions and recommendations based upon data analysis and scholarly research</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>scholarly writing skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>academic achievement necessary to be considered for doctoral candidate status, as required by the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE INFORMATION

STUDENT SUPPORTS

ADVISING

The Ed.D. Program Coordinator is every student’s advisor in the program. Feel free to contact the coordinator about any program issue or concern. Other concerns should be addressed first with the instructor of the course and then taken to the Department Chair if resolution has not been achieved.

DISABILITY RESOURCES AND MEDICAL ISSUES

Students with disabilities or serious medical issues that could impact coursework and progress in the program should contact the Office for Student Accessibility and Educational Opportunity at https://saeo.vcu.edu/ for advice, guidelines, and support.

FINANCIAL AID AND SCHOLARSHIPS

The School of Education has a website filled with resources for financial assistance. For more information on loans, scholarships, and grants, go to https://soe.vcu.edu/prospective-students/scholarships-info/

Note that many loans are based on students taking at least 5 hours of coursework per semester. Please be aware that in the final two semesters of the program, students will take only 3 credit hours each semester which can impact financial aid requirements.

MEDIATION

Because this program heavily relies on group and team assignments which mimic today’s real world work environment, it is possible that disagreements or misunderstandings will arise. As adults seeking terminal degrees and working in leadership environments, students should exhibit professional behavior at all times and address issues as quickly as possible, starting with the person(s) directly associated with the issue. Higher authority should only be involved if sincere efforts to resolve the issue fail.

We are all aware of the shortcomings of electronic communication, especially the inability to read tone and facial expression, so issues should always be addressed face-to-face rather than through email.
TECHNOLOGY

Students are expected to be proficient in basic computer use and have either a personal computer or a work computer for completing assignments. Students are issued a VCU email address and are expected to check it at least once daily for any program or course communication.

Students should be familiar with the Microsoft Office suite of programs: WORD, Excel, and Power point. In addition, many instructors use Google Drive to house content and may ask for assignments to be submitted or shared via Google Docs, Sheets, Forms, or Slides. Other technology tools, such as Voice Thread, will also be frequently used.

VCU HelpIT is a valuable resource for any hardware or software issues that students may experience. Assistance is offered online and in person. For more information, access this link: https://ts.vcu.edu/it-support-center/

WRITING RESOURCES

Scholarly writing includes using an agreed-upon style for consistency in communication; learning how to search and find relevant research; and developing an assertion supported by logical points that contain correctly documented relevant sources. Clear, organized, and grammatically correct writing is a basic expectation.

As practitioner leaders, students will use many different communication styles and modes while in this writing intensive program. For example, some assignments may require the use of APA as a scholarly style, while other projects/papers may rely on using the technical language and format indicative of a particular field, on using social media tools, or on using creative and informative data presentation to communicate a message, all of which will be dependent upon the audience and the purpose. Today’s leaders must be flexible communicators, and the wide variety of program writing experiences will complement that goal.

VCU has a number of resources available for supporting student writing and research. The staff at the VCU Writing Center is only a phone call or click away. They can assist students with a wide variety of writing issues on an as-needed basis. The VCU librarians are also available for individual consultations and can help with any research concerns. In addition, many online resources such as grammar checkers, are only a Google search away. Purdue OWL is one of the most frequently visited sites our Ed.D. students access for APA format questions: https://owl.english.purdue.edu/owl/resource/560/01/. Finally, we encourage students to create their own in-cohort support networks for discussing, editing, and reviewing each other’s assignments.
STUDENT EXPECTATIONS

ATTENDANCE AND PARTICIPATION IN FACE-TO-FACE CLASSES

Understanding that working professionals have many demands upon their time, we strive to plan class time as efficiently and meaningfully as possible. We also understand that family emergencies and required job events may create issues with class attendance.

Students are expected to comply with all attendance and participation requirements in their classes, which includes arriving on time and staying until class is dismissed. Each course allocates some percentage of the grade for participation, as determined by the instructor. It is up to the student to notify the instructor as soon as possible of an impending absence.

“PRESENCE” AND PARTICIPATION IN ONLINE CLASSES

Because of our program’s commitment to teamwork and groupwork which mirror today’s workplaces, our online coursework is not built nor delivered as pace-yourself, independent learning experiences. As a result, instructors thoughtfully manage release of course content so that students remain in relative content proximity to each other to maximize engagement and interaction opportunities. Students should expect each course to contain both asynchronous and synchronous activities. Instructors will notify students well in advance of required “attendance” at synchronous events.

An online environment can challenge the development of a united learning community, so instructors incorporate appropriate strategies that encourage engagement. The use of VoiceThread, Zoom, Google Hangouts, or other video tools promotes stronger connections in both small group and large group situations.

Ultimately, students who approach their work with enthusiasm and prioritize reaching out to peers (whether required to or not) will feel more engaged and be better prepared to work in teams for their Capstone experiences.

REQUIRED RESIDENCIES FOR ONLINE STUDENTS

Students in the online track must attend an annual residency as part of the program requirements. Occurring first in the spring of program entry and then again at the beginning of Year 2, (and possibly at the beginning of Year 3) the residency is a multi-day session located either on campus or close to campus. The residency is time for face-to-face discussions, content presentation, and social engagement with peers and faculty. Students entering the program will be provided the dates upon acceptance in the program, and students already in the program will
be provided the dates several months in advance. All online students must attend each residency.

**ePortfolios**

Each student will be required to develop a personal website which will become their ePortfolio during the program. Most students use RAMpages, which is powered by WordPress. We encourage all students to “join the campfire” and link their portfolios to the EDLP portal to make sharing information more seamless. Check it out here: [https://rampages.us/vcuedlp/](https://rampages.us/vcuedlp/)

Students will be provided directions and tutorials for both setting up and using their sites during their first semester of classes. Instructors may require students to blog about certain experiences or react to course materials, and students should also develop their portfolios outside of class experiences and include representative professional interests. Formative Assessments I and II both rely heavily on a well-developed ePortfolio.

**Syllabi, Textbooks, and Supplemental Materials**

Students are expected to review course syllabi and related course materials/requirements as soon as possible and contact the instructor with questions or concerns.

Students may secure course textbooks in any manner that works for their reading/study habits.

Supplemental materials may be required in some courses; for example, in EDLP 700, students pay for and take several learning inventories that are used throughout the program. Any additional textbook or material requirements will be communicated as early as possible.

**Plagiarism**

Scholars freely share their research and expertise with the understanding that they will be given appropriate credit for what they've created. Intellectual property--ideas and words--is the commodity that scholars exchange. Not giving credit where credit is due, whether by accident or design, is plagiarism, and is a very serious violation.

For more information, please review the VCU Honor System Policy [here](#).

It is important to note that students are expected to create new work for each assignment unless specifically directed otherwise. While the topic of a previous paper may be built upon in a subsequent paper, wholesale copying of the previous content and submitting it as a “new” assignment in another course is prohibited, even if attributed correctly.
Leadership does not exist in a void, and students face unique leadership challenges depending upon the type and context of their organizations. As a result, the program offers specific tracks based on student need:

- **K-12/ General leadership** for those in public or private K-12 education or non-higher education positions

- **Higher Education leadership** for those specifically in the higher education environment of community colleges or colleges and universities.

While both programs provide the same coursework, the content and focus of each course will be adapted for specific leadership environments. The following pages present a year-by-year table of the coursework taken each semester for each track.
**THE ED.D IN LEADERSHIP IS A 48-CREDIT HOUR, THREE-YEAR PROFESSIONAL PRACTICE DOCTORATE.**

**K-12/General Leadership Track: Face-to-Face Instruction**

Students meet on the VCU campus; one class meets on a weekday late afternoon/evening block, and the other class meets on selected Saturdays during the semester.

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDLP 700</strong></td>
<td><strong>EDLP 708</strong></td>
<td><strong>EDLP 704</strong></td>
</tr>
<tr>
<td>Effective Learning Networks (3 cr)</td>
<td>Leadership Presence (3 cr)</td>
<td>Frameworks for Decision-making: Legal Perspectives (3 cr)</td>
</tr>
<tr>
<td><strong>EDLP 702</strong></td>
<td><strong>EDLP 709</strong></td>
<td><strong>EDLP 705</strong></td>
</tr>
<tr>
<td>Understanding Self as Leader: Theory, Data Analysis, and Practical Applications (3 cr)</td>
<td>Equity &amp; Leadership (3 cr)</td>
<td>Frameworks for Decision-making: Ethical Perspectives (3 cr)</td>
</tr>
<tr>
<td>Themes: Learning and metacognitive processes; Leadership theory; Team-building</td>
<td>Leadership and communication in Organizational Context; Public Relations; Crisis Management; Historical, Political, &amp; Socio-cultural Contexts; Equity &amp; Social Justice Theory</td>
<td>Themes: Theory and policy pertaining to decision making in organizational contexts</td>
</tr>
<tr>
<td><strong>EDLP 715</strong></td>
<td><strong>EDLP 711</strong></td>
<td><strong>EDLP 713</strong></td>
</tr>
<tr>
<td>Principles for Professional Writing I (3 cr)</td>
<td>Evidence-informed Perspectives on Practice I (3 cr)</td>
<td>Evidence-informed Perspectives on Practice II (3 cr)</td>
</tr>
<tr>
<td><strong>EDLP 712</strong></td>
<td><strong>EDLP 714</strong></td>
<td><strong>EDLP 716</strong></td>
</tr>
<tr>
<td>Planning for Sustainable Change I (3 cr)</td>
<td>Planning for Sustainable Change II (3 cr)</td>
<td>Principles for Professional Writing II (3 cr)</td>
</tr>
<tr>
<td>Themes: Communicating in a range of modalities for a variety of audiences; connect content with developmental writing activities; Change theory related to historical, political, socio-cultural contexts of organizations</td>
<td>Themes: Research design &amp; methods; applied research, program evaluation; selection of and immersion in local problem of practice; Application of change theory to problems of practice in organizations</td>
<td>Themes: Collecting &amp; analyzing data; completion of applied/evaluation research and local laboratory of practice; writing specific to the Capstone process: literature reviews, methodology, data analysis, findings, and recommendations</td>
</tr>
<tr>
<td><strong>EDLP 717</strong></td>
<td><strong>EDLP 798</strong></td>
<td><strong>EDLP 799</strong></td>
</tr>
<tr>
<td>Communicating Research Findings (3 cr)</td>
<td>Capstone Implementation (3 cr)</td>
<td>Capstone Completion (3 cr)</td>
</tr>
<tr>
<td><strong>EDLP 790</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Development (3 cr)</td>
<td>Tasks Collecting data based on research plan; monitoring and amending data collection as needed</td>
<td><strong>Tasks</strong> Interpreting data, developing findings and recommendations; writing the client document (Executive Summary) and presenting to client; presenting scholarly document at Capstone defense; graduation in May</td>
</tr>
<tr>
<td><strong>Themes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating data effectively in a variety of formats</td>
<td>Tasks</td>
<td><strong>Tasks</strong></td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning the Capstone process, culminating in presentation of the Prospectus</td>
<td></td>
<td>Interpreting data, developing findings and recommendations; writing the client document (Executive Summary) and presenting to client; presenting scholarly document at Capstone defense; graduation in May</td>
</tr>
</tbody>
</table>
THE **ED.D. IN LEADERSHIP IS A 48-CREDIT HOUR, THREE-YEAR PROFESSIONAL PRACTICE DOCTORATE.**

### Higher Education Track: Online Instruction

Students meet both synchronously and asynchronously in online courses, and students are required to attend a multi-day residency program in the late spring of Years 1 and 2.

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EDLP 700</strong> Effective Learning Networks (3 cr)</td>
<td><strong>EDLP 708</strong> Leadership Presence (3 cr)</td>
<td><strong>EDLP 704</strong> Frameworks for Decision-making: Legal Perspectives (3 cr)</td>
</tr>
<tr>
<td></td>
<td><strong>EDLP 702</strong> Understanding Self as Leader: Theory, Data Analysis, and Practical Applications (3 cr)</td>
<td><strong>EDLP 709</strong> Equity &amp; Leadership (3 cr)</td>
<td><strong>EDLP 705</strong> Frameworks for Decision-making: Ethical Perspectives (3 cr)</td>
</tr>
<tr>
<td>Themes</td>
<td>Learning and metacognitive processes; Leadership theory; Team-building</td>
<td><strong>Themes:</strong> Leadership and communication in Organizational Context; Public Relations; Crisis Management; Historical, Political, &amp; Socio-cultural Contexts; Equity &amp; Social Justice Theory</td>
<td><strong>Themes:</strong> Theory and policy pertaining to decision making in organizational contexts</td>
</tr>
<tr>
<td></td>
<td><strong>EDLP 715</strong> Principles for Professional Writing I (3 cr)</td>
<td><strong>EDLP 711</strong> Evidence-informed Perspectives on Practice I (3 cr)</td>
<td><strong>EDLP 713</strong> Evidence-informed Perspectives on Practice II (3 cr)</td>
</tr>
<tr>
<td></td>
<td><strong>EDLP 712</strong> Planning for Sustainable Change I (3 cr)</td>
<td><strong>EDLP 714</strong> Planning for Sustainable Change II (3 cr)</td>
<td><strong>EDLP 716</strong> Principles for Professional Writing II (3 cr)</td>
</tr>
<tr>
<td>Themes</td>
<td>Communicating in a range of modalities for a variety of audiences; connect content with developmental writing activities; Change theory related to historical, political, socio-cultural contexts of organizations</td>
<td><strong>Themes:</strong> Research design &amp; methods; applied research, program evaluation; selection of and immersion in local problem of practice; Application of change theory to problems of practice in organizations</td>
<td><strong>Themes:</strong> Collecting &amp; analyzing data; completion of applied/evaluation research and local laboratory of practice; writing specific to the Capstone process: literature reviews, methodology, data analysis, findings, and recommendations</td>
</tr>
<tr>
<td></td>
<td><strong>EDLP 717</strong> Communicating Research Findings (3 cr)</td>
<td><strong>EDLP 798</strong> Capstone Implementation (3 cr)</td>
<td><strong>EDLP 799</strong> Capstone Completion (3 cr)</td>
</tr>
<tr>
<td></td>
<td><strong>EDLP 790</strong> Capstone Development (3 cr)</td>
<td><strong>Tasks</strong> Collecting data based on research plan; monitoring and amending data collection as needed</td>
<td><strong>Tasks</strong> Interpreting data, developing findings and recommendations; writing the client document (Executive Summary) and presenting to client; presenting scholarly document at Capstone defense; graduation in May</td>
</tr>
<tr>
<td>Themes</td>
<td>Communicating data effectively in a variety of formats</td>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning the Capstone process, culminating in presentation of the Prospectus</td>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
</tbody>
</table>
YEAR ONE FOCI: LEADERSHIP CORE

- Leadership Theory & Application
- Learning Theory & Application
- Ethical Decision Making in Organizational Context
- Legal Decision Making in Organizational Context

EDLP 700: Effective Learning Networks (3 credits)
Focus is on characteristics of effective leaders, team members and organizations. Students participate in administration and analysis of personal inventories focusing on leadership skills to improve understanding of self and others as related to learning preferences and preferences for processing information and decision-making. Analysis of team dysfunctions and how they can be avoided. Application of theory and inventory results to practical situations.

EDLP 702 Understanding Self as Leader: Theory, Data Analysis, and Practical Applications (3 credits)
Presentation of leadership and organizational theories and how those theories impact practice. Study of basic statistical analyses appropriate for data sets provided in learning inventories and case studies. Applications of theory, research and case study analysis findings to organization/community settings.

EDLP 708 – Leadership Presence (3 credits)
Selected topics for fostering effective leadership with particular attention placed on leadership presence, crisis response, and public relations. The course will focus on facilitating leadership skills through better understanding of enhancing time management skills, fostering communication skills and leadership presence, and planning for crises.

EDLP 709 – Equity and Leadership (3 credits)
Selected topics for fostering effective leadership with particular attention placed on equity and leadership. The course will focus on enhancing leadership skills through better understanding of equity issues.

EDLP 704 Frameworks for Decision-making: Legal Perspectives (3 credits)
Critical analysis of legal research, theory, and laws related to case studies provided. Critical analysis of legal and policy issues, as well as policy development/implementation theory. Applications of research, laws and policies related to the case studies provided.

EDLP 705 Frameworks for Decision-making: Ethical Perspectives (3 credits)
In-depth analyses of issues and problem-solving using research, ethics theory, and frameworks. Application of research and theory to development of solutions in focused area of study.

FORMATIVE ASSESSMENT I TAKES PLACE AT THE END OF SPRING SEMESTER.
YEAR TWO FOCI: BUILDING LEADERSHIP CAPACITY TO ADDRESS PROBLEMS OF PRACTICE

- Professional Writing/Communications
- Research Methods & Application
- Change Theory & Application in Organizational Context

EDLP 715: Principles for Professional Writing I (3 credits)
Study of scholarly writing styles and report formats appropriate to various audiences. Development of comprehensive written product suitable for distribution in student’s setting. Focus is on conveying themes and drawing conclusions from scholarly research.

EDLP 712: Planning for Sustainable Change I (3 credits)
Case study approach. Focuses on theory and research regarding implementing change in organizations, with attention to organizational culture as a context for change. Addresses laws, policies and research regarding improvement plan development, implementation and evaluation.

EDLP 713: Evidence-informed Perspectives on Practice I (3 credits)
This course implements a collaborative approach to the theory-infused practice of program evaluation. Participants will hone their project planning expertise and their data-gathering and data-analysis skills by exploring different research lenses in answering research questions.

EDLP 714: Planning for Sustainable Change II (3 credits)
Case study approach. Application of theory, laws, and research to develop plans for implementing change, based upon case being studied. Study of methods for documenting, evaluating effectiveness of plan implementation, and change implementation/sustainability.

EDLP 716: Principles for Professional Writing II (3 credits)
Study of scholarly writing with an emphasis on elements of the Capstone process, including the literature review, methodology, data collection, findings, and recommendations sections. Students will also practice converting scholarly information into client-appropriate executive summaries.

FORMATIVE ASSESSMENT II TAKES PLACE AT THE END OF SPRING SEMESTER.
YEAR THREE FOCI: COMMUNITY-ENGAGED LEADERSHIP TO ADDRESS A PROBLEM OF PRACTICE

- APPLICATION OF COURSEWORK TO ADDRESS A PROBLEM OF PRACTICE
- DEVELOPMENT, IMPLEMENTATION, AND COMPLETION OF THE CAPSTONE

EDLP 717: Communicating Research Findings (3 credits)
Study of data analysis methods relevant to capstone project. Styles and methods of writing related to conveying results of data analyses, including development of graphs, tables, charts and figures, and presentation materials.

EDLP 790: Capstone Development (3 credits)
Client-based project. Designed to develop and refine the skills applicable to the preparation of an acceptable description of a capstone project. Development of background, review of research, project objectives, and methods for gathering data, in consultation with capstone director and client.

EDLP 798: Capstone Plan Implementation (3 credits)
Client-based project. Conducting of research related to project developed in EDLP 790, with guidance from capstone project director and client. Study of data management processes. Development of interim reports for capstone committee and client.

EDLP 799 Capstone Completion (1-3 credits)
Client-based project. Continuation of capstone implementation. Focus on developing conclusions and recommendations based upon data analyses. Presentation of capstone project to capstone committee and executive summary to client.
## APPENDIX A: FORMATIVE ASSESSMENT I RUBRIC

### PREPARATION IN ADVANCE OF THE PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>SATISFACTORY</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ePortfolio</strong></td>
<td>• The ePortfolio contains only one or two blog posts.</td>
<td>• The ePortfolio has 2-3 blog posts.</td>
<td>• The ePortfolio has more than 3 blog posts.</td>
</tr>
<tr>
<td></td>
<td>• Blog posts lack depth and/or have little connection to the program curriculum.</td>
<td>• The blog posts are clearly connected to the program curricula, but are mostly surface-level summaries.</td>
<td>• The blog posts show a real effort to expand the candidate’s thinking via meaningful, thoughtful writing.</td>
</tr>
<tr>
<td><strong>Artifacts</strong></td>
<td>• The ePortfolio contains only one or two artifacts of learning.</td>
<td>• The ePortfolio has at least one learning artifact for each class taken during Year 1.</td>
<td>• The ePortfolio has more than learning artifact for each class taken during Year 1.</td>
</tr>
<tr>
<td></td>
<td>• The artifacts are not easy to locate and are displayed as simple links.</td>
<td>• The artifacts are easy to locate, but they are not displayed in a way that’s easily readable (e.g. embedded and not just linked).</td>
<td>• The artifacts are easy to locate and are displayed in a way that’s easily readable (e.g. embedded and not just linked).</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>• The ePortfolio uses a basic/simple theme and the aesthetic doesn’t reflect the candidate.</td>
<td>• There is some effort to make the aesthetic of the ePortfolio reflects the candidate, but it is not dynamic or consistent.</td>
<td>• The aesthetic of the ePortfolio clearly reflects the candidate and is consistent and dynamic throughout.</td>
</tr>
<tr>
<td></td>
<td>• There is no clear or consistent way to navigate the ePortfolio.</td>
<td>• There is some attempt to help the viewer navigate the ePortfolio (via a menu and/or widgets), but navigation is not always clear.</td>
<td>• Navigation of the ePortfolio is clear throughout and even at times purposefully redundant (via a menu and/or widgets).</td>
</tr>
</tbody>
</table>

### THE PRESENTATION

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Confidence and command of the room</th>
<th>Unstable/closed posture</th>
<th>Maintain an open posture but occasionally resorts to non-supporting gestures</th>
<th>Maintains an open posture with illustrative gestures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Unstable/closed posture</td>
<td>• Not understandable because of: pace, volume, articulation, monotony, verbal static, etc.</td>
<td>• Understandable, but still struggles with one or more of the following: pace,</td>
<td>• Presents in an authentic way and uses his/her voice in an animated conversation (e.g. has command of pace,</td>
</tr>
<tr>
<td></td>
<td>• Not understandable because of: pace, volume, articulation, monotony, verbal static, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>There is no real structure or logical organization to the presentation.</td>
<td>There are articulated parts to the presentation, but there is no overall logic to the structure.</td>
<td>There is a clear structure to the presentation and the presenter connects the various parts in a fluent manner.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>Audience awareness</td>
<td>Little to no awareness of the audience. Mainly looks at notes.</td>
<td>Occasionally reacts to verbal and nonverbal signals by the audience, but sticks to the script. Makes eye contact with the examiners/audience, but frequently looks at notes.</td>
<td>Regularly reacts to verbal and nonverbal signals from the audience and adjusts presentation accordingly. Maintains eye contact with examiners/audience throughout the presentation, only occasionally looking at notes.</td>
<td></td>
</tr>
<tr>
<td>Visuals / Media</td>
<td>Media used for the presentation are barely readable and contain incorrect and/or unnecessary information. Presenter is unable to present without the visuals.</td>
<td>Media used for the presentation are readable, but contain too much information. Presenter occasionally leans too heavily on the visuals for the presentation.</td>
<td>Media are attractive, readable and supportive of the content. The media support the content, but the presenter presents without explicitly referring to the media.</td>
<td></td>
</tr>
</tbody>
</table>

### CONTENT OF PRESENTATION

<table>
<thead>
<tr>
<th>Impact of program</th>
<th>Synthesis of learning</th>
<th>Evidence of changes in leadership practice</th>
<th>Growth potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not do much more than report on things she/he has learned.</td>
<td>The candidate occasionally connects the dots across parts of the program curriculum.</td>
<td>There is no evidence that the candidate has transferred any learning to professional practice.</td>
<td>There is no mention of the data about the candidate as a learner or it is presented without context.</td>
</tr>
<tr>
<td>The candidate clearly synthesizes her/his learning across the whole program curriculum.</td>
<td>The candidate touches on the impact of the program curriculum on professional practice, but that connection is vague at best.</td>
<td>The candidate clearly and explicitly makes connections between the program curriculum and professional practice, including offering specific examples.</td>
<td>The data about the candidate as a learner are presented but only discussed at a surface level and not connected to leadership.</td>
</tr>
<tr>
<td>The data about the candidate as a learner are presented and there is a clear articulation of how the candidate has internalized the data so as to moderate her/his actions as a learner and leader.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of responding to feedback</td>
<td>There is no mention of any feedback the candidate has received on any assignments.</td>
<td>The candidate mentions receiving feedback from faculty on assignments and/or behaviors, but does not provide evidence of how she/he learned and adjusted behaviors based on the feedback from faculty.</td>
<td>The candidate mentions receiving feedback from faculty on assignments and/or behaviors and clearly articulates how she/he learned and adjusted based on the feedback from faculty.</td>
</tr>
<tr>
<td>Evidence of plans for improvement as a learner and leader.</td>
<td>The candidate provides no ideas or blueprint for how to continue to grow as a learner and a leader.</td>
<td>The candidate offers a couple of ideas or a blueprint for how to continue to grow as a learner and a leader, but it is not clearly connected to feedback and/or the data on oneself as a learner and a leader.</td>
<td>The candidate offers clear ideas for how to continue to grow as a learner and leader and it is explicitly connected to feedback she/he has received and the data on the candidate as a learner and a leader.</td>
</tr>
</tbody>
</table>
FORMATIVE ASSESSMENT II

The purpose of Formative Assessment II (FAII) is twofold: (1) For students to demonstrate an understanding of key principles taught through the program, with particular emphasis on how to conduct research on a problem of practice, and (2) For students to demonstrate growth as a researcher, writer, and team member to the point where they are ready for the capstone study of Year 3 of the program.

The FAII process consists of potentially two phases. In Phase I, students will submit a comprehensive ePortfolio containing evidence of learning and growth throughout the program. The evidence might include, but is not limited to, artifacts of learning (e.g. papers, presentations, videos, etc.), reflective blog posts, and artifacts showing the application of learning in the program to professional contexts.

In addition, integrated into the ePortfolio (as a post or a page), students will write a 1000-word (approx.) essay documenting strengths, weaknesses, and making the case for growth as a researcher, writer, and team member throughout the Ed.D. program. This essay (FAII Essay) will be integrated into the portfolio and point to specific examples through hypertext (links) to the evidence as it exists in the ePortfolio. The location of this essay needs to be obvious and prominent in the ePortfolio. All students must go through Phase I of FAII.

Faculty in the Department of Educational Leadership will then conduct a review of all students through (1) a review of the ePortfolios and the integrated essay (FAII Essay) per the rubric below, and (2) full-faculty discussions of student knowledge, skills and dispositions throughout the program. Based on that comprehensive review, students will be approved for advancement to Year 3 or asked to participate in Phase II of FAII.

Phase II: Any student from whom the faculty feels a need for more evidence of growth and/or readiness for the capstone study will be invited for a Phase II meeting with at least two faculty members. In advance of that meeting, students will be provided with specific questions to address at the meeting. Also, the meeting is an opportunity for additional organic dialogue between the faculty members and the candidate on matters that may arise during the meeting. After Phase II, students will be approved for advancement to Year 3 or notified of dismissal from the program.

Rubric follows.
## FORMATIVE ASSESSMENT II RUBRIC

<table>
<thead>
<tr>
<th>ePortfolio Components</th>
<th>UNSATISFACTORY</th>
<th>SATISFACTORY</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Researcher</strong></td>
<td>The artifacts lack coherence, grasp of relevant research, adequate analysis of data, and depth of knowledge in subject matter. There is no evidence of sufficient collection, management, and visual presentation of data through the ePortfolio.</td>
<td>There is some evidence of the ability to: gather and synthesize relevant data, analyze theoretical concepts, write adequately about the results, and demonstrate some depth of knowledge in subject matter. There is some evidence of collection, management, and visual presentation of data through the ePortfolio.</td>
<td>There is demonstrated evidence of mastery of theoretical and applied concepts, meaningful analysis and interpretation of data, exceptional depth of subject matter, and skillful presentation of data and results. There is exceptional evidence of collection, management, and visual presentation of data through the ePortfolio.</td>
</tr>
<tr>
<td><strong>Writer</strong></td>
<td>There is no evidence of improvement in writing through coursework over time. Student does not provide artifacts for review that demonstrate strong writing skills (e.g., writing is weak, consistent grammatical errors, poor organization).</td>
<td>There is some evidence of improvement in writing through coursework over time as demonstrated through: average critical thinking skills, clear and coherent arguments, building upon previous research, and originality and creativity. The artifacts are accessible, but they are not displayed in a way that’s easily readable (e.g., some grammatical errors, logical organization, easy to read and understand).</td>
<td>There is demonstrated evidence of improvement in writing through coursework over time as demonstrated through: well-developed critical thinking skills, construction of well-defined/developed arguments, and exceptional creativity and originality. The artifacts are easy to locate and are displayed in a way that’s easily readable (e.g., publication quality, lacks grammatical errors, excellent organization).</td>
</tr>
<tr>
<td><strong>Team Member</strong></td>
<td>There is no acknowledgement and application of team-building behaviors. There is no understanding or reflection regarding the importance of contributions to a team or willingness to contribute to a team project.</td>
<td>There is some acknowledgement and application of team-building behaviors in coursework (e.g., Effective Team Behaviors, MBTI, and/or LCI). Student shares acceptable examples of team building experience throughout the program.</td>
<td>There is sufficient acknowledgement and demonstration of understanding about team-building behaviors (e.g., Effective Team Behaviors, MBTI, and/or LCI). Student shares relevant examples of team building experiences and demonstrates their leadership ability within a team setting.</td>
</tr>
</tbody>
</table>
WORKING TITLE:

Client:

Contacts:

Capstone Project Team Members:

Faculty Supervisor:

Purpose of the Study:

Research Questions:

Data Collection Methods Correlated to Research Questions

<table>
<thead>
<tr>
<th>RESEARCH QUESTIONS</th>
<th>METHODS OF DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(e.g. Interview)</td>
</tr>
</tbody>
</table>

Resources
In order to successfully complete this analysis, the team will need access to the following data and personnel:

Personnel:

Data:

Miscellaneous:

General Timeline

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Person(s) Responsible</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Amendments (optional: as proposed by client and agreed to by all parties)

Agreements

All portions of this study may be presented and published by all/any members of the Capstone Team without authorization of the client. Faculty and students will follow standard research protocol (e.g., using pseudonyms to mask identities).

The signature of all below acknowledges agreement with specific aspects of the study described therein.*

____________________________________________  _________
Name                                      Date

____________________________________________  _________
Name                                      Date

____________________________________________  _________
Name                                      Date

____________________________________________  _________
Name                                      Date

____________________________________________  _________
Name                                      Date

____________________________________________  _________
Name                                      Date

Original copies to:  Kelly Winn in the Graduate School Office
Copies to: Capstone Chair; Student, Ed.D. Coordinator
APPENDIX D: CAPSTONE COMMITTEE AGREEMENT FORM

A minimum of three members must agree to serve on a student’s capstone committee. Students must submit this capstone committee agreement form prior to completing EDLP 790 (Capstone Development) and/or enrolling in EDLP 798 (Capstone Plan Implementation). This form is to be submitted to the Department of Educational Leadership by emailing to the department executive assistant and the program coordinator.

Student Name:

Topic of Capstone:

Capstone Client:

The following members have agreed to serve as Capstone Committee members:

Chair:

Member 1:

Member 2:

To be completed by the Office of Doctoral Studies:

_____ The above-listed faculty members are listed as having Graduate Faculty or Affiliate Graduate Faculty Status with VCU’s Graduate School.

_____ The following faculty members do not have Graduate Faculty or Affiliate Graduate Faculty Status with VCU’s Graduate School. Action Recommended:

Program Director:

____________________________________________________________________

(signature) __________________________ (date)

Original copies to: Kelly Winn in the Graduate School Office
Copies to: Capstone Chair; Student, Ed.D. Coordinator
APPENDIX E: CAPSTONE INITIAL REVIEW BY COMMITTEE FORM

DATE:

Title of Capstone:

This is to certify that the undersigned have read and approved initiation of the Capstone of the following students:

Comments:

______________________________  ____________________________
Capstone Project Chair                      Committee Member

______________________________  ____________________________
Committee Member                      Committee Member

______________________________  ____________________________
Committee Member                      Committee Member

Original copies to: Kelly Winn in the Graduate School Office
Copies to: Capstone Chair; Student, Ed.D. Coordinator
APPENDIX F: CAPSTONE FINAL PRESENTATION AND REPORT FORM

DATE:

Title of Capstone:

This is to certify that the undersigned have read and approved the Capstone of the following student(s):

Revisions include:

__________________________________________________
Capstone Chair

_________________________      ______________________________
Committee Member                                    Committee Member

_______________________________      ______________________________
Committee Member                                    Committee Member

Original copies to: Kelly Winn in the Graduate School Office
Copies to: Capstone Chair; Student, Ed.D. Coordinator
Admission to Doctoral Degree Candidacy

Student Name:

V (V#):

Address:

Degree: Ed.D. in Leadership

My signature acknowledges that I have read and understand the following policies regarding research involving human or animal subjects and continuous enrollment requirements.

Research involving human or animal subjects must receive approval from the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) before collection of data may begin. I understand that failure to obtain a copy of the IRB or IACUC approval letter from the project principal investigator will negate the use of that data for my thesis/dissertation or in any form of presentation or publication. (Information on human and animal subjects can be found at www.research.vcu.edu/irb/index.htm and www.vcu.edu/research/iacuc/index2.htm.) University Graduate Council and Graduate School continuous enrollment policy requires that any student engaged in any form of study at VCU that involves use of university facilities, laboratories/studios and/or libraries, or who is supervised by or consults regularly with a faculty member concerning graduate work on a project, work of art, thesis or dissertation must register formally for a course while engaged in these activities, including the semester in which the student graduates. Graduate students approved for candidacy must register for at least one graduate credit hour at VCU each fall and spring semester until the degree is awarded (including the semester of graduation). Students should consult with their program directors regarding additional enrollment requirements. Graduate students with approved leaves of absence are exempted from continuous enrollment requirements for the LOA period. **Note: While an LOA temporarily suspends continuous enrollment requirements, it does not extend the time limit for degree completion.**
Major Adviser and Advisory Committee Members (if applicable). Print names.

Committee Chair

______________________________________________

Committee member

______________________________________________

Committee member

______________________________________________

The program director, major adviser and/or advisory committee (if applicable) have approved this student for admission to candidacy effective Fall, 2013 and confirm the following (check all that apply):

- A 3.0 GPA has been maintained on all graduate course work attempted after acceptance into program (for repeated courses, both original and repeat grade must be included in calculation of graduate GPA).

- No more than 6 semester hours or 20 percent of total semester hours attempted (whichever greater) at “C” or below level (C, D, F).

- Graduate course work only (500 level or higher) may be applied to a graduate degree with at least one half of required course work designated exclusively for graduate students (600 level or higher).

- Written and oral comprehensive and/or qualifying examinations (if required) have been passed.

- The thesis or dissertation prospectus (if required for candidacy) or final research project has been approved.

- The major advisor and/or advisory committee members (if applicable) have been identified (please identify above).

- Other ____________________________
Approval signatures:

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. Capstone Coordinator’s</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Program Director’s</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>School Dean’s</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean’s</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX H: SAMPLE CAPSTONE GROUP COVENANT

TEAM COVENANT for 2018 CAPSTONE

Working Title of Capstone
Student Names

What we bring to the table:

Amanda: ISFJ; PS - use first, C - as needed, TR - avoid
Janet: ESFJ; SP - use first, CTR - as needed

Things to know about each other:

Amanda
- read and absorb content slowly
- takes time to pull out important information
- plans and rough drafts the “old-fashioned” way (ideas on real paper first!)

Janet
- needs quiet time to process alone prior to actively working
- gets lost in the research trying to find the perfect article
- loves taking notes and processes information out loud

What do we say when something goes wrong?
- Stay open and honest.
- Be timely… don’t let time go by and frustrations grow.

How are we going to operate?
- Checking VCU email daily. (Amanda-PM and Janet-AM)
- check our VCU calendar regularly and schedule events
- Respect each other’s family time and understand that protected time is important.
- Be flexible when things pop-up and be able to shift as needed.
- Ask questions… what do you think? And expect honest opinions.
- Dump articles into Google Folder
- Respecting Personal Preferences as much as possible - accepting and understanding that we don’t both have to be working at the exact same time.
- Amanda = working in longer chunks on the weekends - not too late at night
- Janet = working short periods daily and late at night.
Fridays in the summer months will be devoted to CAPSTONE work
Scheduled Fridays in person
some via online chat/Google Hangout/Facetime

**What do we say when something goes wrong?**
- “Debrief!” (we will use this word to signal that we need to stop and reorganize, discuss, or debrief if we are off track)

**What do we do when something goes wrong?**
- Give honest, verbal feedback when something goes wrong.
- Be open to the feedback and engage in the conversation.
- Give time for our peers to respond as they need to respond.
- Make a conscious decision to move forward.

**What will work well for us?**
- Adhere to deadlines and not spend too much time in the planning/mulling phase of projects/assignments. Remain aware of too many revisions/new ideas.
- Organized communication through Google Docs
- Actively seek out feedback from our committee chair
- Mindful balance between work, school and home

Signed, Saturday, June 3, 2017: