



VCU

School of Education

Department of Foundations of Education

**Ph.D. in Education Concentration in Educational
Psychology**

Student/Faculty Handbook

Concentration Faculty

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This handbook is designed to guide doctoral students through the Educational Psychology (EDPS) concentration 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 [SOE Ph.D. in Education Student/Faculty Handbook](#) for general program policies. Many required forms are also available on the Doctoral program Canvas site. It is the responsibility of all doctoral students to keep abreast of program requirements and changes in the program.

PHILOSOPHY

The Educational Psychology concentration 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 developmental psychology, cognition, social psychology, motivation, assessment, and diversity to better study learning in schools or other educational settings. This doctoral program is ideal for students who want to specialize in scholarship related to cognitive, motivational, social, and environmental factors that shape teaching and students' learning.

Research interests of current faculty are available through the following research lab and faculty links:

Motivation in Context Lab

- [Dr. Sharon Zumbrunn](#)
- [Dr. Alison Koenka](#)

Discourse and Learning Lab

- [Dr. Christine Bae](#)

Graduates are well-prepared to teach and conduct research 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.

REQUIRED CREDITS

A minimum of 51 credits is required for the doctoral degree for students entering with a master's degree. A minimum of 66 credits is required for students entering with a baccalaureate degree.

Note: Students who are planning to obtain an academic position post Ph.D. typically enroll in additional credits to complete the degree in 4 years in order to further develop their scholarship. These decisions should be made in consultation with their advisor.

ADMISSION

Educational Psychology concentration faculty are committed to identifying individuals capable of conducting quality research in higher education or K-12 settings. Requirements for admission to the Ph.D. concentration in Educational Psychology include:

1. General admission requirements of the VCU Graduate School
2. Baccalaureate or master's degree in psychology, educational psychology, or related discipline
3. 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.
4. A written statement of professional goals including:
 - a. Professional/career goals and specialized academic interest areas.
 - b. Skills and/or characteristics that will facilitate the applicant's pursuit of the goals cited (e.g., research experience, statistical knowledge, etc.)
5. Satisfactory scores on the GRE
6. Transcripts of all previous college work
7. Curriculum vitae
8. Participation in a personal interview with Educational Psychology faculty. Although an in-person interview with the candidate is highly preferred, a phone or virtual interview with the candidate is acceptable.

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

- What are the reasons you are interested in joining the EDPS concentration?
- What are your research interests and how do they fit with ongoing faculty research in the EdPsych program?
- Please describe your research experiences. (Can you describe a research project you worked on, the main purpose of the study, what your role(s) were, and some of the main findings?)
- Please tell us about your teaching experiences.
- What are your long-term career goals? (tenure-track faculty, other)
- Please share about a time when you disagreed with a colleague or fellow student and what you learned from that experience.

DOCTORAL PROGRAM OVERVIEW

Upon admission to the Educational Psychology doctoral concentration, 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 and other students in the concentration through coursework and other academic and 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 them prepare for career goals, and work with the student on the faculty member's research program to help students gain additional research experience. The student-faculty relationship is a mutually chosen partnership. Students are encouraged to seek out and gain additional mentorship and research experiences with other faculty members as well.

STUDENT LEARNING OUTCOMES

The following is a list of student learning outcomes that all Ph.D. students in the Educational Psychology concentration must complete through coursework (concentration coursework listed in parentheses below), research, and other academic activities as negotiated with your advisor:

I. Content Knowledge

- A. Demonstrate general and applied knowledge of different theoretical/conceptual approaches that are used in educational psychology. Students will demonstrate the ability to critically analyze, synthesize, and critique (e.g., strengths and weaknesses in methodology, gaps in literature) educational psychology literature.
 - 1. Introduced and developed through coursework (EDUS 620, EDUS 621, EDUS 720, EDUS 721), research team experiences (EDUC 797), and/or co-curriculars. Assessed through the comprehensive exam and dissertation.

II. Knowledge of Foundations of Educational Research and Design

- A. Demonstrate an appropriate level of knowledge of theoretical and social issues of scholarly inquiry, policy and ethics of educational research and will demonstrate an appropriate level of knowledge and skills essential to designing, conducting and interpreting qualitative and quantitative design research.
 - 1. Introduced and developed through coursework (EDUS 620, EDUS 621, EDUS 662, EDUS 720, EDUS 721), research team experiences (EDUC 797), and/or co-curriculars. Assessed through the qualifying assessment, comprehensive exam, and dissertation.

III. Application of Leadership, Research, and/or Professional Skills

- A. Engage in and practice leadership, research and/or professional skills in a professional placement in a school, agency or corporate setting (e.g., school, agency, corporation).
 - 1. Assessed through the externship.

IV. Research Design and Implementation

- A. Design and conduct original educational research, including developing novel educational research questions, demonstrating proficiency in selecting the most appropriate study designs, demonstrating proficiency in data collection, analysis and synthesis within the identified theoretical/conceptual framework of study.
 - 1. Introduced and developed through coursework (EDUS 620, EDUS 621, EDUS 662, EDUS 720, EDUS 721), research team experiences (EDUC 797), and/or co-curriculars. Assessed through the comprehensive exam and dissertation.

V. Oral and Written Communication Skills

- A. Demonstrate effective oral communication skills, framing questions appropriately and implementing active listening skills, developing effective presentations with respect to content, organization and appropriate use of language. Students will demonstrate proficiency in academic writing, including writing for publications and presentations.

1. Introduced and developed through coursework (EDUS 620, EDUS 621, EDUS 720, EDUS 721), research team experiences (EDUC 797), and/or co-curriculars. Assessed through coursework (EDUS 620, EDUS 621, EDUS 720, EDUS 721) and through the comprehensive exam and dissertation.

REQUIRED COURSEWORK

See Appendix A for a proposed plan of study for full- and part-time students.

Prerequisites

EDUS 660 Research Methods in Education
STAT508 Introduction to Social Statistics

EDPS Core Required Courses

EDUS 620 Human Development in Education (Every other Fall)*
EDUS 621 Motivation in Education (Every other Fall)*
EDUS 720 Cognition and School Learning (Every other Spring)*
EDUS 721 Social Processes in Education (Every other Spring)*
EDUS 797 Directed Research (Fall, Spring, Summer; 1 credit/semester for first three semesters)

SOE Required Courses

EDUS 608 Statistics for Social Research (Fall)
EDUS 662 Educational Measurement and Evaluation (Every other Spring)*
EDUS 700 Externship (Fall, Spring, Summer; see [here](#) for examples)
EDUS 702 Foundations of Educational Research and Doctoral Scholarship I (Fall, Spring)
EDUS 703 Foundations of Educational Research and Doctoral Scholarship II (Summer, Spring)
EDUS 710 Quantitative Research Design (Spring)
EDUS 711 Qualitative Research Methods (Fall, Spring)
EDUS 890 Dissertation Seminar (Fall, Spring; can opt out with advisor approval)
EDUC 899 Dissertation Research (Fall, Spring, Summer)

* Students should prioritize courses taught every other year.

Electives

Students must take a minimum of 2 electives throughout their program; at least one must be a research elective. It is recommended that one of these be taken outside the School of Education.

SOE Electives (Check Special Ed and CCC for other courses)

EDUS 661 Educational Evaluation (Every other Fall)
EDUS 663 Applied Multivariate Stats in Education (Fall)
EDUS 664 Multilevel Modeling in Education (Spring)
EDUS 712 Mixed Methods (Fall)
SEDP 708 Grant Writing in Special Education and Other Social Sciences (xxx)

- TEDU 651 Topics in Race and Education (Special Topics Course)
- EDUC 797 Directed Research (email levogle@vcu.edu and request section under “Bae”/”Zumbrunn”/or “Koenka”)
- University Electives (Check Psychology and Social Work for other courses)***
- GRAD 601 The Academic Profession
- GRAD 602 Teaching and Learning in Higher Education
- 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
- SWKD 716 Measurement in Social Behavioral Sciences
- SOCY 605 Survey Research Methods
- PADM 605 Survey Research Methods
- NURS 772 Advanced Qualitative Research Methods
- SBHD 633 Structural Equation Modeling
- SBHD 610 Behavioral Measurement
- BIOS 535 Behavioral Measurement (software = R)

Co-Curricular Activities

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

Required:

- _____ Submit an individual or group proposal to a conference in years 1 or 2
- _____ Submit an individual or group proposal to a conference in year 2 or 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
- _____ 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 a journal article
- _____ Submit external graduate funding application
- _____ Participate in grant writing
- _____ Attend two workshops or conferences (e.g., VCU, state, regional, or national)
- _____ Other, as advisor and concentration coordinator agree

ANNUAL REVIEW

Doctoral students will be reviewed on an annual basis. The review will occur in May each year. Students are asked to complete the Annual Graduate Student Progress Report (sent to students via Google Forms/survey in April) prior to the review meeting. See Appendix B for the Annual Graduate Student Progress Report.

FIRST-YEAR REVIEW AND QUALIFYING ASSESSMENT

Ph.D. Program Policy

The qualifying assessment is the same for all PhD students in the School of Education (see [SOE Ph.D. Handbook](#)).

Educational Psychology Concentration Policy

The first-year review is designed to assess a student's progress in the Educational Psychology Ph.D. concentration. The overarching goal of this review is to help students reflect critically about their progress in the doctoral program and what next steps need to be taken to help you succeed in the program. The first-year review will include multiple different points of evaluation and feedback. Products include: 1) Qualifying assessment materials; 2) Select assignments from educational psychology core courses; 3) Revised personal statement; 4) Updated curriculum vitae (CV); 5) Graduate assistantship evaluation(s) (if applicable); 6) Student disposition information (if applicable); and 7) A first-year committee meeting.

All documents will be uploaded to a Google folder. At the end of the process, the committee: 1) approves the student moving forward in the program; 2) recommends remediation in one or more areas; or 3) recommends dismissal from the program. The process and different components of the first-year review are detailed below.

Qualifying Assessment

The primary purpose of the Qualifying Assessment is to demonstrate knowledge of major research paradigms, philosophical assumptions undergirding research, ethics of research, and the designing and interpretation of quantitative and qualitative empirical methodologies. Verification of competence will be used as evidence for the program. The qualifying assessment has three components: 1) Foundations of educational research and doctoral scholarship and 2) Quantitative methods. The content for each component is based on the following course(s) appropriate to each of the areas:

Foundations of Educational Research

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I

- a) *Submit original and revised discipline paper. Include all feedback provided by instructor.*

b) *Individual evaluation (provided by course instructor, uploaded by faculty).*

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II

- a) *Submit original and revised course paper. Include all feedback provided by instructor.*
- b) *Individual evaluation (provided by course instructor, uploaded by faculty).*

Quantitative Methods

EDUS 608. Educational Statistics

Individual evaluation (provided by course instructor, uploaded by faculty).

EDUS 710. Quantitative Research Design

- a) *Submit original and revised group paper. Include all feedback provided by instructor.*
- b) *Individual evaluation (provided by course instructor, uploaded by faculty).*

Include components listed above for the first-year review. Faculty will upload the individual evaluations provided by course instructors; students are responsible for providing all other documents. To move forward, the student must satisfactorily meet the requirements for both components or must agree to complete recommended remedial steps as needed.

Additional Components Included in First-Year Review

Select Assignments from Educational Psychology Core Courses

All core Educational Psychology courses include either a literature review or research proposal as primary assignments. From these assignments, students should include both the draft review/proposal with instructor feedback and the final graded review/proposal. In addition, the final grade in each course will be supplied. Two of the four courses listed below will be included in the first-year review.

- EDUS 620: Human Development and Learning
- EDUS 621: Motivation and Learning
- EDUS 720: Cognition and Learning
- EDUS 721: Social Processes in Education

Revised Personal Statement

Students should include a personal statement that *is a revision and update* of the personal statement submitted when applying for the Educational Psychology Ph.D. concentration. This personal statement demonstrates that the student has reviewed and reflected on their first-year in the program. Specifically, the following sections should be included: a) reflection on areas of strengths and improvement, b) update on academic (e.g., research interests) and professional goals, and c) actionable goals/activities for the future. This statement should be **no more** than 4 double-spaced pages.

Updated Curriculum Vitae (CV)

Students should include an updated CV (see Resources folder for example).

Graduate Assistantship Evaluation(s) (if applicable)

Students who have a graduate teaching and/or research assistantship are required to submit a completed evaluation as part of their first-year review portfolio (see Resources folder).

Student Disposition Information (if applicable)

The advisor and committee member will supply any professional performance evaluation concerns information as part of the first-year review portfolio.

- VCU Student Code of Conduct
- VCU School of Education Handbook (see page 11; refers to Student Classroom Code of Conduct in VCU Bulletin)

First-Year Review Committee Meeting

This meeting will be made up of the student, the advisor, and one additional member of the educational psychology faculty. The additional member will be selected by the student and the advisor and should typically have professional interests in common with the doctoral student. Timing of the meeting shall occur in the summer at the end of the first-year or the beginning of fall at the beginning of the second year in the program. Each committee member will have had the opportunity to review the entire portfolio. **The student will come to the meeting prepared to discuss their personal statement, materials in the portfolio, and any goals and activities in the future. Committee members will ask the student to reflect on what was learned, any clarifying questions, and ideas about their future goals and activities.** At this time, the committee provides feedback on the submitted materials and discusses any remedial activities that will need to be completed as a contingency for full approval to move forward in the program. At the end of the meeting, the student is excused, and the committee decides on the final recommendations. Each student is informed of their status and any recommendations for remediation within one week after the meeting.

Full Completion of the Qualifying Assessment

Once a student has completed all components of the Qualifying Assessment, the student will add the remaining content to their portfolio and notify their faculty advisor. The faculty advisor will either: 1) approve the student as passing the Qualifying Assessment if no concerns are noted, without a need to convene the first-year review committee; or 2) reconvene the first-year review committee to determine if additional remediation is needed and/or dismissal from the program. The same procedures used for the first-year review will be used for this process.

COMPREHENSIVE EXAMINATION

Ph.D. Program Policy

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 for a specific concentration is coordinated by the faculty of the concentration. The decision concerning 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 EDUC 899; (c) the requirements for continuous registration and for sequencing of the seminar, prospectus review, and actual dissertation research hours and (d) whether the student is pursuing a Ph.D. on a full-time or part-time basis. A student who wishes to take the examination must notify his or her advisor and/or concentration coordinator the semester prior to the semester in which he/she plans to take the examination.

When the comprehensive examination is completed, the result needs to be reported to the Office of Graduate Studies (Comprehensive Exam Report Form available in SOE Ph.D. Handbook).

*Note: Registration for the examination (when a student informs the Office of Graduate Studies that they 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, they should register for EDUS 641.

Educational Psychology Concentration Policy

In general, the comprehensive exam will be taken after all required coursework is completed 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. concentration complete a systematic scholarly literature review. It is expected that the literature review is suitable to submit for publication.

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. It is expected that students will prepare for and complete the exam independently. Please see Appendix C for tips to successfully prepare for the exam.

Administration

Over the course of a semester, students will write a systematic literature review. The review must demonstrate the student's theoretical mastery of the agreed-upon topic. Unlike the dissertation, the literature review comprehensive examination presents a more elaborate view of a focused 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.

Evaluation of Comprehensive Exam

Students can expect written notification of their comprehensive exam performance within six to eight weeks of submission. Each response is read and graded by two concentration faculty members. All papers will be graded High Pass, Pass with Revisions, or Fail according to the rubric in Appendix D. For responses scored as "Fail" or "Pass with Revisions," students will make revisions prior to resubmitting their response. Failing the exam a second time will result in termination from the program. Students have the right to appeal this decision as stated in the SOE Ph.D. Handbook.

DISSERTATION

In addition to the guidance provided in the [SOE Ph.D. in Education Student/Faculty Handbook](#), students are encouraged to review this [resource for developing the dissertation](#).

POLICY ON DOCTORAL STUDENT TEACHING

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

Qualifications

A master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline is required for teaching courses at the undergraduate and master levels. This means that if a student has a master's in Educational Psychology, then they 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 may be asked to shadow a faculty member who is teaching an educational psychology undergraduate or master's level class prior to teaching on their own. Shadowing

typically involves attending most classes and meeting with the professor to talk about methods, issues, etc. When teaching as the instructor of record, the graduate student will meet on a regular basis with the supervising faculty member who typically teaches the course that the student is teaching for advice on developing the syllabus, suggestions for activities and supplemental materials, and advice for handling issues that arise. 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 CV to the department chair along with a request to teach.

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, former students have found placements with the VA Department of Education, with the research departments of public K-12 school divisions, with institutional research offices at VCU or neighboring institutions, and with grant projects at VCU (see extended list [here](#)). The student's advisor will give the student a grade based on the portfolio turned in and the recommendation of the externship supervisor. See the Ph.D. in Education Handbook for the supervisor evaluation and externship form.

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. **Preliminary Program of Study** (typically 1st semester)
- _____ 3. **Qualifying Exam** (typically August of 1st year)
- _____ 4. **Post-Qualifying Exam Review and Revised Program of Study** (typically September of 1st year)
- _____ 5. **Completion of Coursework** (timeline varies)
- _____ 6. **Comprehensive Examination** (typically summer of 2nd year for FT, summer of 3rd year for PT)
- _____ 7. **Final Program of Studies** (typically after comprehensive exam)
- _____ 8. **Completion of Externship** (typically summer of 2nd year for FT, Summer of 3rd year for PT)
- _____ 9. **Completion of Co-Curricular Activities** (timeline varies)
- _____ 10. **Concept Paper Evaluation** (typically summer of 2nd year for FT, summer of 3rd year for PT)
- _____ 11. **Dissertation Proposal Approval**
- _____ 12. **Dissertation Defense**

APPENDIX A

Proposed Plan of Study for Educational Psychology PhD concentration

Full-Time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUS 608 EDUS 620/721 EDUC 797 (1) Elective	EDUS 702 EDUS 710 EDUS 720/621 EDUC 797 (1)	EDUS 703
Year 2	EDUS 721/620 EDUS 711 Elective (e.g., EDUS 712) EDUC 797 (1)	EDUS 621/720 EDUS 662 Elective (e.g., EDUC 797)	Externship Concept Paper Comprehensive Exam
Year 3	EDUS 890 Elective (e.g., SEM/Multi-level)	EDUC 899	EDUC 899

* 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.

* Students must be continually enrolled for at least 1 credit until the dissertation is complete. It is required that you be enrolled to graduate.

Part-Time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUS 608 EDUS 620/721 EDUC 797 (1)	EDUS 702 EDUS 662 / EDUS 710 EDUC 797 (1)	EDUS 703
Year 2	EDUS 721/620 EDUS 711 EDUC 797 (1)	EDUS 621/720 EDUS 662 / EDUS 710	
Year 3	Elective (e.g., EDUS 712) Elective (e.g., EDUC 797)	EDUS 720/621 Elective (e.g., SEM/Multi-level)	Externship Concept Paper Comprehensive Exam
Year 4	EDUS 890	EDUC 899	EDUC 899

* 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.

* Students must be continually enrolled for at least 1 credit until the dissertation is complete. It is required that you be enrolled to graduate.

Full-Time Study for Graduate Assistants with 9-Month Contracts

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUS 608 EDUS 620/721 EDUC 797 (1) EDUS 702	EDUS 703 EDUS 710 EDUS 720/621 EDUC 797 (1) EDUC 797 (3)/EDUS 662	
Year 2	EDUS 721/620 EDUC 797 (1) EDUS 711 Elective (e.g., Mixed Methods)	EDUS 621/720 EDUC 797 (3)/EDUS 662 Elective / Externship EDUS 641 (3) EDUC 797 (1)	Concept Paper Comprehensive Exam
Year 3	EDUS 890 Elective (e.g., SEM) Externship / Elective EDUC 797(1) EDUC 797 (3)	EDUC 899 Elective (e.g., Multi-level) Independent Study (3) EDUC 797 (1)	

* 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.

* Students must be continually enrolled for at least 1 credit until the dissertation is complete. It is required that you be enrolled to graduate.

APPENDIX B

Annual Graduate Student Progress Report

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 concentration 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 concentration 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

Tips to Successfully Prepare for the Comprehensive Exam

- Review the procedures for conducting a systematic literature review.
- Begin with searching for exemplar literature reviews in reputable journals.
- Consider major topics to include. Headings and subheadings are important for effective organization.
- See additional resources [here](#).

APPENDIX D

Educational Psychology Doctoral Concentration Comprehensive Examination

Scholarly Systematic Literature Review Rubric

Student Name: _____

Date: _____

Fail	Pass with Revisions	High Pass
<p>Topic that is reviewed is not presented explicitly, nor is an argument made for the need to examine the topic.</p> <p>Does not distinguish what has and has not been done in the field.</p> <p>No research question(s) is/are provided.</p>	<p>Overall problem, challenge, and importance of the topic is described in the context of broader scholarly literature.</p> <p>Distinguishes what has and has not been done in the field to some degree.</p> <p>The research question(s) is/are stated, but lack specificity.</p>	<p>The problems, challenges, and importance of the topic is described in detail and in a compelling form in the context of broader scholarly literature.</p> <p>Distinguishes what has and has not been done in the field to a full extent with critical examination of the state of the field.</p> <p>The research question(s) are stated clearly and include adequate detail.</p>
<p>Does not present search criteria for inclusion and exclusion of studies from review.</p>	<p>Presents search criteria for inclusion and exclusion of studies from review.</p>	<p>Presents <i>and justifies</i> search criteria for inclusion and exclusion of studies from review.</p>
<p>Writing is unintelligible, and/or poorly organized, and detracts from the presentation of ideas. Absence of logical order of sections.</p>	<p>Writing is understandable, but lacks organization and/or does not flow well around the ideas. Some but not all sections follow in a natural or logical order.</p>	<p>Writing is intelligible, well-organized, and flows nicely around the ideas. The report goes from general ideas to specific conclusions. Transitions tie sections together.</p>
<p>The ideas expressed in the review poorly supported with little to no reference to specific findings from empirical studies.</p>	<p>The ideas expressed in the review are somewhat supported with specific findings from empirical studies.</p>	<p>The ideas expressed in the review are thought-provoking, well-defended with findings from empirical studies, and creative.</p>
<p>Research methodologies of reviewed studies are not discussed.</p>	<p>There is some discussion of research methodologies of reviewed studies to warrant claims.</p>	<p>Research methodologies of reviewed studies are discussed and critiqued for appropriateness/strengths.</p>

<p>The review shows minimal understanding of the concepts central to the review.</p> <p>Key constructs, variables, and methodologies are not discussed.</p>	<p>The review shows adequate conceptual understanding, although limitations in depth and/or breadth are evident.</p> <p>Some of the key constructs, variables, and methodologies are presented.</p>	<p>Student's understanding of concepts central to the review is well-developed, both deep and broad.</p> <p>All of the key constructs, variables, and methodologies are presented.</p>
<p>There is no evidence of an attempt to synthesize the ideas and studies reviewed and/or to draw coherent conclusions (e.g., practical and scholarly significance).</p>	<p>Conclusions (e.g., practical and scholarly significance) are provided that show evidence of analysis and synthesis of the ideas and studies reviewed. However, there are gaps in the conclusions and/or conclusions that are not supported in the body of the paper.</p>	<p>Succinct and precise conclusions (e.g., practical and scholarly significance) are presented based on thoughtful synthesis of the literature review. Insights into the research question and problem(s) presented at the beginning of the literature review are appropriate.</p>
<p>References are inadequate for comprehensively representing the body of knowledge related to topic of review.</p>	<p>Reference list omits some key references for comprehensively representing the body of knowledge related to topic of review.</p>	<p>Reference list includes a thorough, set of references that includes seminal and current studies to comprehensively represent the body of knowledge related to topic of review.</p>
<p>The literature review includes multiple (i.e., 20 or more) errors of many types in APA 7th edition style. There are many (i.e., 20 or more) errors in grammar or spelling present.</p>	<p>Some errors of APA 7th edition style formatting are present. There are some grammatical or spelling errors present.</p>	<p>The literature review includes correct APA 7th edition style throughout the paper. There are very few or no grammatical or spelling errors present.</p>
<p>Review was not submitted on time.</p>	<p>Review was submitted on time.</p>	<p>Review was submitted on time.</p>
<p>Evidence of plagiarism is present.</p>		
<p>Comments:</p>		