



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

School of Education

Department of Educational Leadership (EDLP)

**Ph.D. in Education
Leadership, Policy and Justice Track**

**Procedural Information and Guidelines
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This handbook is designed to guide you, as a doctoral student, through the Leadership, Policy, and Justice track in the Ph.D. in Education. Aspects of the doctoral program that are unique to this track are outlined in this document. Educational Leadership reserves the right to change and update information and requirements as appropriate. You are also expected to be familiar with the SOE Ph.D. in Education Student/Faculty Handbook for general policies, please visit [SOE PhD Program Handbook](#). 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 of the Leadership, Policy, and Justice Track

The Doctor of Philosophy (Ph.D.) in the Leadership, Policy, and Justice track is designed to cultivate educational scholars and leaders who will advance scholarship, policy and practice related to equity and social justice. Drawing on an interdisciplinary study of leadership and policy, the program promotes an understanding of the many societal and organizational impediments to equal educational opportunity. This concentration is directed not only toward identifying and analyzing those injustices, but also toward imagining, researching, and creating more equitable, inclusive schools and societies through leadership and policy. The dissertation is a rigorous culminating tool for research, advocacy, and change within educational organizations and endeavors. Graduates will be prepared to lead for equity in K-12 organizations, higher education, research and policy think tanks, or local, state, and federal policy-making institutions.

Core Principles of the Leadership, Policy, and Justice Track

Through teaching, research and ongoing learning, our PhD track is designed to help students and faculty educate, lead, and make policy change, based on several core principles.

We aim to:

- Educate for **social justice**, which we define based on Bell’s (1997) description:
“...social justice is “both a ‘process and a goal’ with the ultimate aim being ‘full and equal’ participation of all groups in a society that is mutually shaped to meet their needs” (p. 3).”
- Interrogate **positionality** with the understanding that:
“Those who claim to be for social justice must be engaged in self-reflection about their own socialization into these groups (their “positionality”) and must strategically act from that awareness in ways that challenge social injustice.”
- Understand role of various social constructs and specifically, the construct of race and racial inequality to nurture **anti-racist** policy, leadership practice, and scholarship
- Practice **culturally responsive leadership** with the understanding that:
“Culturally responsive leadership is not only liberatory and antioppressive, it is also affirmative, and seeks to identify and institutionalize practices that affirm Indigenous and authentic cultural practices of students...Culturally responsive leaders—like antioppressive, transformative, social justice leaders—will challenge teaching and environments that marginalize students of color, and they will also identify, protect, institutionalize, and celebrate all cultural practices from these students.”
- Deconstruct and disrupt notions of power and privilege with the intent to:
 - “[r]ecognize that relations of unequal social [and formal political] power are constantly being enacted at both the micro (individual) and macro (structural) levels.”

Over time, and consistent with our commitment to lifelong learning, we intend to interrogate and advance evolving concepts of diversity, equity, inclusion, justice, anti-racism, and belonging

Competencies of the Leadership, Policy, and Justice Track

This program prepares students seeking advanced research practices to inform their work in research roles, faculty or administrative positions in both K12 and higher education, policy positions in public organizations, such as government, think tanks, foundations, or nonprofit organizations.

Guided by the philosophy and core principles of the program, Ph.D. graduates in Educational Leadership, Policy and Justice should demonstrate the knowledge, skills, and dispositions required to advance scholarship, policy and practice related to equity and social justice.

I. Analytical and Writing Skills

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

II. Content Knowledge

1. Demonstrate knowledge of the critical issues and trends in Educational Leadership, Policy, and Justice through oral and written communication skills in courses as well as through the doctoral comprehensive exam.
2. Develop an area of expertise in education leadership, policy, and justice.

III. Professional Skills

1. Demonstrate an understanding of teaching and research skills necessary to work in your desired field.
2. Demonstrate an understanding of the roles and responsibilities of faculty and of students in the academy.

3. Engage in co-curricular activities with your advisor and other faculty members.
4. Develop a detailed curriculum vitae documenting areas of expertise, professional skills, and experiences gained, in part, through externship and co-curricular experiences in the program.
5. Understand and apply the process of conducting, presenting, publishing, and sharing your research.

Overview of the Leadership, Policy, and Justice Track

[Appendix A](#) is a list of General Program requirements which are described in this Handbook

Upon admission to the Educational Leadership, Policy, and Justice doctoral track, you will complete a Preliminary Planning Form ([Appendix B](#)). You will update this form (1) after you have completed your Qual Assessment ([Appendix C](#)) and (2) after you have passed your comprehensive exam ([Appendix D](#)). At each iteration, you update your plan, working with your advisor. These planning forms include:

- Prerequisites: These may be required and should be completed in the summer prior to starting the program. You will be informed when admitted if you will need to complete prerequisite courses.
- Two major program courses that all Ph.D. students take
- Three research courses that all Ph.D. students take
- One research course that Educational Leadership, Policy, and Justice students take
- Six content courses that Educational Leadership, Policy, and Justice students take
- An Externship
- Co-Curricular activities
- A First Year Review and Qualifying Assessment
- A comprehensive exam
- A dissertation which may include a concept paper if you are taking EDUS 890 and (1) a dissertation proposal and (2) the final dissertation

During this period, you will interact and collaborate with professors across the school through coursework and other professional activities. These interactions are opportunities to learn how faculty members engage in their research in order to prepare you for your own research.

Throughout your graduate student career, you will work closely with a faculty advisor. The advisor aids you in developing a program of study, choosing co-curriculars, identifying an externship to help prepare for career goals, and accessing opportunities, either personally or through collaboration with other faculty members, for participation in research teams to learn and practice inquiry.

You may request a change of advisor through the PhD program coordinator. You are encouraged

to gain additional research experience with faculty members in addition to your advisor.

At the time you select a dissertation chair, that faculty member becomes your advisor. Students usually choose a dissertation chair after passing the qualifying examination and before the comprehensive examination.

Development of a Program of Study

All Ph.D. students need to complete the required *Program of Studies Forms* ([Appendix B](#), [C](#), and [D](#) -- *updating throughout the program*). You should meet/communicate with your advisor at least once a semester to report status and update as necessary. The program of study should be examined and revised with the advisor each semester. After successful completion of the qualifying exam, you should meet with your advisor to update and submit the formal program of study to the track coordinator for approval.

Changes made in the program after this submission, must be submitted for approval to your advisor and, in the case of major changes, to the track coordinator. Major changes would be issues such as exams: Minor changes are decisions such as changes in a co-curricular or externship activities.

Doctor of Philosophy in Education (Ph.D.) *Educational Leadership, Policy and Justice Track*

Prerequisites: To be taken the summer prior to beginning the program

Research Methods in Education Univ./Grade: _____

Intro to Social Statistics Univ./Grade: _____

CITI Training Completed Date _____ Score _____

Major Program Courses (6 credit hours)

Semester Completed

Foundations of Educational Research

EDUS 702 Found of Educational Research & Doctoral Scholar I _____

EDUS 703 Found of Educational Research & Doctoral Scholar II _____

Research Courses (12 credit hours)

EDUS 608 Statistics for Social Research _____

EDUS 710 Educational Qualitative Research Design _____

EDUS 711 Qualitative Methods and Analysis _____

ADMS 701 Educational Policy Research _____

Qualifying Assessment & First Year Review (Benchmark at 15-18 credits) _____

Concentration Courses (18 credit hours)

ADMS 703 Leadership for Social Justice and Equity in Education _____

ADMS 704 Educational Finance Policy & Equitable Distrib. of Res. _____

ADMS 707 The Politics of Education _____

ADMS 708 Equal Educational Opportunity the 21st Century Metro. _____

ADMS 709 U.S. Educational Policy _____

ADMS 710 Current Topics in Educational Leadership and Policy _____

Co-Curricular Activities in years 1, 2, and/or 3

EDUC Externship (3 credit hours) _____

Comprehensive Exam _____

Dissertation Courses (9 credits min.)

Concept paper turned in (If taking EDUS 890) _____

EDUS 890 Dissertation Seminar _____

OR EDUC 899 with Dissertation advisor approval _____

Dissertation prospectus hearing _____

EDUC 899 Dissertation Research (6 credits minimum) _____

Dissertation Defense _____

Co-Curricular Activities

Co-curricular activities help shape your educational and professional trajectories, making you as competitive as possible for available jobs after graduation. These activities should have a leadership, policy, and/or justice focus.

Co-curricular activities may include participation in research, teaching, and grant preparation. These activities will be monitored by the advisor and track coordinator. Some activities are required of all PhD students in the Educational Leadership, Policy and Justice track, and others are determined with your specific career goals in mind.

Required:

1. CITI training for social and behavioral research; complete in first semester
2. Submit an individual or group proposal to a conference in year 2 or 3
3. Attend a regional or national research conference (subject to approval of advisor)
4. Choose at least 1 from the list below in consultation with your advisor:
 - Co-teach a course with a department faculty member (especially if interested in academia)
 - Work with a department faculty member on a research project and submit a review of work completed (for no course credit or for course credit in addition to the 48 hrs. of the program)
 - Co-author an article or participate in grant writing
 - Other, as advisor and track coordinator agree

For each co-curricular activity, complete the [Appendix E](#) form, following directions included in the form.

Externship

You will identify a leadership, policy, and/or justice externship experience that furthers the goals of leadership, policy and justice and builds your research and/or professional skills and connections by working in a professional environment. You might work in a research team or with an organization on an organizational leadership, policy, or justice project. For example, students have found placements on policy and justice issues with the VA Department of Education, with the research departments of public K-12 school divisions, with institutional research offices at VCU, or with neighboring institutions, and with grant projects at VCU.

Externship Directions

Application for Externship. In consultation with your advisor, you will submit a statement outlining the proposed externship and how it relates to the leadership, policy, and justice goals of the department. With the approval of your advisor and concentration coordinator, you complete the externship application form ([Appendix F](#)) and forward it to the SOE Office of Graduate Studies with required signatures. Deadlines for applying are on or about the following dates,

please contact your concentration coordinator each semester for exact dates: **December 1st** for spring semester, **July 15th** for fall semester, and **April 15th** for summer session.

The Externship Site. It is your responsibility to identify a site for the externship; however, your advisor must approve the proposed site.

Individual Responsibilities in the Externship

Your responsibilities:

Timing and Setting. You are responsible for consulting with your advisor to determine the appropriate timing of the externship and to develop an understanding of appropriate types of settings consistent with your experience, program, and professional goals. Based on this information and the requirements of the externship application statement, you initiate contact and consult with personnel in possible externship settings. Once you and your advisor agree on a setting, you, in consultation with the proposed on-site supervisor, complete the written portion of the application. During the externship experience, you work as a professional under the direction of the on-site supervisor and are responsible for decisions made and tasks assigned within the setting during the externship period. You maintain the records and materials required for the externship, prepare the final written summary report, and submit all needed materials to your advisor within grading deadlines.

Log. You maintain a log of all hours spent on and off-site, including a brief description of the type of tasks and related experiences completed during the time frame. The log should document which hours were spent on-site and which off-site. Additional time beyond the 120 hours that is spent in related, but off-site, tasks may be reported for information. The log must be submitted to the advisor, who will review it as part of the externship grading process.

Product. You are required to develop and submit to your advisor a product from the externship experience. During development of the externship experience, you discuss with your advisor and proposed on-site supervisor the general nature of the expected product or products, e.g., an instrument, manual, booklet, publishable article, bibliography, resource list, workshop kit, or similar material. Any change in the type of product to be developed must be approved in writing by the advisor. The product(s) must be submitted to the advisor, who will include a grade on the product(s) as part of the grade for the externship.

Final Report. You will also submit a final summary report to your advisor. At a minimum, the summary report must include the name and address of the agency in which the externship was conducted, the major service or products of the agency, the name of the on-site supervisor, the time log, and a brief review of the purposes of the externship. The summary report must also include evidence of how the goals and the specific measurable objectives presented in the Externship Application were met. The summary report is reviewed by your advisor as part of the grade for the externship.

The University Advisor Responsibilities:

Oversight. Your advisor works with you to determine the scheduling of the externship within the doctoral course sequence, develop ideas for appropriate types of experience, and approve the site selected by you. When you have completed the externship application, which specifies the site, the on-site supervisor, and such specifics as time, experiences, and products; your advisor reviews the application, recommends any needed changes, and gives approval in writing. Your advisor submits the approved application to the concentration coordinator for approval. During the externship experience, your advisor serves as liaison between the on-site supervisor and the university, as needed.

At the end of the externship experience, your advisor reviews the application, log, product, on-site supervisor's evaluation, and your summary report and determines your externship grade. Your advisor also submits your grade.

The On-Site Supervisor Responsibilities:

Guidance and supervision. The term on-site supervisor refers to the person at the externship site who provides guidance and supervision of your externship, while also serving as liaison between the agency or institution and your advisor. The on-site supervisor provides professional direction to you while in the host agency by orienting you to the setting; acquainting you with agency tasks and timelines; overseeing your work; and providing a written summative evaluation of your performance.

Summary. You will complete the School of Education Externship Description Form ([Appendix E](#)) and receive approval from your advisor. When the externship is completed, you will submit a portfolio of the experience to your advisor. Your advisor will give you a grade based on the portfolio turned in and the recommendation of the externship supervisor.

First Year Review and Qualifying Assessment

Purpose of First Year Review and Qualifying Assessment

The goal of this review is to 1) help you think and reflect critically about your progress in the doctoral program and next steps and 2) help EDLP assess your readiness (and any related supports) for advancement in the program.

The first-year review includes several points of evaluations and feedback. During the first-year review committee meeting, you will orally critique a research study, reflect upon coursework and performance to date, and discuss research and professional goals. Prior to the meeting, you will provide faculty committee members with the materials outlined below. Following the meeting, you are responsible for completing and submitting the qualifying assessment materials.

At the end of the process, the committee will make one of three decisions: 1) approves you moving forward in the program; 2) recommends remediation in one or more areas; or 3)

recommends dismissal from the program ([Appendix G](#): Post Qualifying Exam Form).

The process and components of the review are detailed below.

First Year Review and Qualifying Assessment Components:

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 program advancement. The Qualifying Assessment has three components: foundations of educational research and doctoral scholarship, quantitative methods, and qualitative methods. The content for each component is based on the following course(s) appropriate to each of the three areas:

Foundations of Educational Research

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II

Quantitative Methods

EDUS 608. Educational Statistics

EDUS 710. Quantitative Research Design

Comprehensive Examination

School of Education Ph.D. Description. From its inception, the Ph.D. in Education Program has been designed to develop interdisciplinary conceptual skills beyond the traditional in-depth extension of the master's program and to emphasize rigorous thinking and the capacity to integrate theory with practice. The comprehensive examination component of the program seeks to ensure that each degree candidate can demonstrate the ability to conceptualize, apply, and communicate information at an advanced doctoral level. The Educational Leadership, Policy, and Justice track is one of 8 strands in the School of Education Ph.D.

Educational Leadership, Policy, and Justice Comprehensive Exam. The comprehensive exam will be taken at or near the end of coursework and consists of a written literature review document and an oral presentation to your comprehensive exam committee.

Your comprehensive exam committee consists of your dissertation chair, which you should have selected by this time, another faculty member of your choice and who has agreed to be on your dissertation committee.

The paper topic will be determined by you, the dissertation chair, and one other faculty member.

You will conduct an in-depth and nuanced review of the literature on a major issue related to educational leadership, policy, and justice—and your area of research interest. The paper should be approximately 15-20 pages in length, in [APA style](#). See rubric in [Appendix H](#) for further information on how your comprehensive exam will be assessed.

During the one hour exam, you will present a summary of your literature review, which will be followed by faculty questions, comments, and suggestions. At the end of the oral examination the committee will determine if you have performed satisfactorily on the oral and written (i.e. literature review) portions of the comprehensive examination. You can expect written notification of your comprehensive exam outcome no later than one week after your exam ([Appendix I](#)). You have the right to appeal this decision as stated in the [SOE Ph.D. Handbook](#).

Dissertation

Dissertation Proposal

There are two potential paths to the dissertation proposal completion.

- 1) **Concept Paper:** If you choose to take EDUS 890 (Dissertation Proposal Development) you need to submit a concept paper to gain admission to EDUS 890 ([Appendix J](#) and [Appendix K](#)). The purpose of the concept paper is to ensure you are far enough along in your thinking and able to complete your proposal which will provide a roadmap for developing the dissertation proposal. You'll work with the instructor of EDUS 890 and your dissertation chair on your dissertation proposal, which is completed during the semester in which you take EDUS 890
- 2) **Working only with Dissertation Chair:** For students ready to work on their proposal when 890 isn't being offered or who believe they don't need the structure of EDUS 890, it is possible to work with your dissertation chair on the proposal and not enroll in EDUS 890. Instead, you would enroll in EDUS 899.

Dissertation Proposal and Dissertation

For detailed directions on the dissertation process, please see the guidelines in the [SOE Ph.D. handbook](#) starting on pages 21 through 32.

The SOE Ph.D. Handbook provides some sample frameworks for dissertation proposals and for dissertation. It is important to note that these are not required. There are many acceptable ways to structure a dissertation.

[Appendix L](#) is the Dissertation Committee Agreement form which must be completed prior to scheduling a dissertation proposal hearing.

Appendices

Appendix A
STUDENT CHECKLIST
OF GENERAL PROGRAM REQUIREMENTS
PH.D. IN EDUCATION PROGRAM

Students are responsible for making sure required forms are completed. Forms are available on the SOE Doctoral Programs Canvas page.

Preliminary Program of Study. Completed by the student and advisor during the first semester.

Qualifying Assessment. Students must complete qualifying assessment after completion of eighteen credits, including four courses in research and educational foundations (EDUS 702, 703, 710 and EDUS 608).

Post-Qualifying Assessment Summary Form. Completed by advisor to summarize the goals and objectives of the student after reviewing qualifying assessment results; course grades and any supplemental coursework. Any remediation required to address deficiencies identified during this review are specified on this form including timelines for completion and/or other recommended action.

Revised Program of Study Form. Completed by the student and advisor after the first year review meeting and before CDS has been awarded.

Continuing Doctoral Status (CDS). Awarded once the student has successfully completed qualifying assessment, completed any remedial plan, and filed their Revised Program of Study form.

Co-curricular Activity Form. Completed by the student and advisor to outline the specifics of co-curricular activities determined to assist the student in gaining professional experiences important for long-term career goals in research, teaching, leadership, and/or service to the field. Submit to the Office of Graduate Studies.

Externship Application. Completed by the student, advisor and on-site supervisor in the semester prior to the Externship experience.

Comprehensive Examination. In consultation with the advisor, the student follows concentration-specific instructions for registration, preparation, and completion of the comprehensive exam.

Final Program of Study Form. Completed by the student and advisor after the Comprehensive Exam.

Dissertation Committee Agreement Form. In consultation with the student, the advisor submits a dissertation committee agreement form to the Office of Graduate Studies requesting committee membership no later than the end of the semester in which EDUS 890: Dissertation Seminar is completed.

Prospectus Hearing. The student is allowed to schedule this with the agreement of the dissertation chair and committee members. The student schedules the prospectus hearing with their committee three weeks prior to the desired date and emails winnkb@vcu.edu for instructions and provides information for the hearing announcement. At the same time, the student forwards a copy of their prospectus to their committee and OGS. Student responsible for making sure required documents prior to and following prospectus hearing are completed.

Admission to Doctoral Degree Candidacy Form. Completed after successfully prospectus hearing.

Graduation Application. Submitted at the beginning of the semester in which the student expects to graduate. If matriculated before Fall 2014, hard copy application is completed. If matriculated after Fall 2014, application is completed through e-services. The student's advisor/chair must thoroughly review the application. The student, advisor, program director, and Associate Dean of Academic Affairs must sign a hard copy application (if matriculated before Fall 2014) or approve through e-services/degreeworks (if matriculated after Fall 2014).

Dissertation Defense. The student is allowed to schedule this with the agreement of the dissertation chair and committee members. The student schedules the dissertation defense with their committee three weeks prior to the desired date and emails winnkb@vcu.edu for instructions and provides information for the defense announcement. At the same time, the student forwards their dissertation to their committee and OGS. The student is responsible for making sure documents required before and following the dissertation defense are completed.

Final Edits. Once the dissertation is approved, the student must make any final edits and revisions recommended by the committee within 10 calendar days of the defense date.

Upload Dissertation. Student uploads final dissertation to VCU Scholars Compass by Graduate School deadline. See the Electronic Theses and Dissertations for specifics at: <https://graduate.vcu.edu/student/thesis.html>

Appendix B
Ph.D. in Education Program: PRELIMINARY PLANNING FORM
To be submitted by the end of the first semester

STUDENT NAME: _____ TRACK: _____ DATE _____

Students are encouraged to take a minimum of 3 credits outside of the SOE.	HOURS	SEMESTER	GRADE
FOUNDATION COMPONENT (6 HOURS MINIMUM)			
EDUS 702: Foundations of Educational Research and Doctoral Scholarship I	3		
EDUS 703: Foundations of Educational Research and Doctoral Scholarship II	3		
RESEARCH COMPONENT (12 HOURS MINIMUM)			
EDUS 608: Statistics for Social Research	3		
EDUS 710: Educational Research Design	3		
EDUS 711: Qualitative Methods and Analysis	3		
ADMS 701: Three Credit Research Course	3		
QUALIFYING EXAMINATION			
CONCENTRATION COMPONENT (18 HOURS MINIMUM)			
See Bulletin for program specific requirement			
CO-CURRICULAR ACTIVITIES			
EXTERNSHIP COMPONENT (3 HOURS MINIMUM)			
EDUS 700: Externship	3		
COMPREHENSIVE EXAMINATION			
DISSERTATION COMPONENT (9 HOURS MINIMUM)			
EDUS 890: Dissertation Seminar	3		
EDUS 899: Dissertation Research	6		
PREREQUISITE COURSES (AS APPLICABLE)			
TRANSFER COURSES (9 HOURS MAXIMUM)			

Student's Signature & Date: _____

Advisor's Initials & Date: _____

Track Coordinator's Initials & Date: _____

Appendix C: Plan of Study for Educational Leadership Track

Odd Year Cohort for Full-Time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1 21 credits	EDUS 608 ADMS 703 ADMS 708	EDUS 702 EDUS 710 ADMS 709	EDUS 703
Year 2 21 credits	ADMS 704 ADMS 707 EDUC/ADMS 700	EDUS 711 ADMS 701 ADMS 710 (optional)	Prepare for comps
Year 3 18 credits	EDUS 890	EDUC 899	EDUC 899

* First year review and qualifying assessment in spring of year 1

* Comprehensive Exam in August of year 3 (do students need to be registered)

* GAs must have an independent study the summer of year 2

Even Year Cohort for Full-time Study

	Fall Semester	Spring Semester	Summer Semester
Year 1 21 credits	EDUS 608 ADMS 704 ADMS 707	EDUS 702 EDUS 710 ADMS 701	EDUS 703
Year 2 21 credits	ADMS 703 ADMS 708 EDUS 711	ADMS 710 (optional) ADMS 709 EDUC/ADMS 700	Prepare for comps
Year 3 18 credits	EDUS 890	EDUC 899	EDUC 899

* First year review and qualifying assessment in fall of year 2

* Comprehensive Exam in August year 3

Part Time Odd Year Cohort

	Fall Semester	Spring Semester	Summer Semester
Year 1 15 credits	EDUS 608 ADMS 708	EDUS 702 EDUS 710	EDUS 703
Year 2 12 credits	ADMS 704 ADMS 707	EDUS 711 ADMS 701	
Year 3 12 credits	ADMS 703 EDUC/ADMS 700	ADMS 710 (optional) ADMS 709	Prepare for comps
Year 4	EDUS 890	EDUC 899	EDUC 899

* First year review and qualifying assessment in early spring of year 2

* Comprehensive Exam in August year 4

Part Time Even Year Cohort

	Fall Semester	Spring Semester	Summer Semester
Year 1 18 credits	EDUS 608 ADMS 704	EDUS 702 EDUS 710	EDUS 703
Year 2 12 credits	ADMS 703 ADMS 708	ADMS 709 EDUS 711	
Year 3 12 credits	ADMS 707 EDUC/ADMS 700	ADMS 701 ADMS 710 (optional)	Prepare for comps
Year 4	EDUS 890	EDUC 899	EDUC 899

* First year review and qualifying assessment in early spring of year 2

* Comprehensive Exam in August year 4

Appendix D
Ph.D. in Education Program
FINAL PROGRAM OF STUDY FORM
Submit after completion of Comprehensive Exam

STUDENT NAME: _____ TRACK: _____ DATE _____

Students are encouraged to take a minimum of 3 credits outside of the SOE.	HOURS	SEMESTER	GRADE
FOUNDATION COMPONENT (6 HOURS MINIMUM)			
EDUS 702: Foundations of Educational Research and Doctoral Scholarship I	3		
EDUS 703: Foundations of Educational Research and Doctoral Scholarship II	3		
RESEARCH COMPONENT (12 HOURS MINIMUM)			
EDUS 608: Statistics for Social Research	3		
EDUS 710: Educational Research Design	3		
EDUS 711: Qualitative Methods and Analysis	3		
ADMS 701: Three Credit Research Course	3		
QUALIFYING EXAMINATION			
CONCENTRATION COMPONENT (18 HOURS MINIMUM)			
See Bulletin for program specific requirement			
CO-CURRICULAR ACTIVITIES			
EXTERNSHIP COMPONENT (3 HOURS MINIMUM)			
EDUS 700: Externship	3		
COMPREHENSIVE EXAMINATION			
DISSERTATION COMPONENT (9 HOURS MINIMUM)			
EDUS 890: Dissertation Seminar	3		
EDUS 899: Dissertation Research	6		
PREREQUISITE COURSES (AS APPLICABLE)			
TRANSFER COURSES (9 HOURS MAXIMUM)			

Student's Signature & Date: _____

Advisor's Initials & Date: _____

Track Coordinator's Initials & Date: _____

Appendix E

PH.D. IN EDUCATION PROGRAM CO-CURRICULAR ACTIVITY APPROVAL FORM

Co-curricular activities are those experiences throughout your doctoral program that provide you with an opportunity to work with VCU faculty as you expand your skills in research, teaching, and/or service at the University. These activities should be carefully chosen with your advisor and should expand your skills as a scholar of practice in your field. Examples of co-curricular activities can include (but are not limited to): collecting or analyzing data, writing a manuscript for publication in a peer-reviewed journal, presenting research findings at a state, regional or national conference, participating in writing and submitting an application for grant funding, teaching a class, developing and/or evaluating university preparation programs/courses, supervising student teachers/externs, participating on university committees, and/or serving as a student representative of a professional organization. This form will help organize your efforts and describe how your work will be evaluated. You do not need to be registered in a class for the co-curricular activity, but if it requires a significant amount of effort, it can be an independent study. Co-curricular activities can be work you do with your advisor or another faculty member.

For work that involves human subjects in a research study, it is important to remember that all appropriate human subject safeguards must be followed and IRB approval obtained prior to beginning the research study.

Student Name: _____

Semester: _____ Number of credits (if relevant)

Student signature and date: _____

Instructions to Faculty Mentor: Please indicate the requirements the student must meet in order to complete the co-curricular activity and whether independent study credit will be earned.

Faculty Mentor/Advisor:

(Print)

(Signature)

(Date)

For each co-curricular

Instructions to student: On a separate sheet of paper, describe your co-curricular activity. Include the following in your description:

Co-curricular activity overview. What is the nature of the co-curricular (presentation/grant proposal/research/teaching, etc.) you are planning to address and how is it relevant to your long range career goals and/or learning needs?

Product. What products (interim & final) will you generate as part of this co-curricular activity?

Tasks & Timeline. What are the major tasks of the project and the timeline for completing them? If this is a joint project, indicate your specific responsibilities and those of others involved.

Evaluation. How will your work in this co-curricular activity be evaluated and by whom? How will you document that evaluation?

**If this proposal for a co-curricular activity is in the area of research skills, the proposal must specify how the student will gain experience in one or more aspects of conducting a research project, including conceptualization of the question, research design, data collection, data analysis, and dissemination of findings.*

Students must obtain advisor and concentration coordinator signatures before submitting this form to the SOE Office of Graduate Studies.

Student Advisor:

(Print) (Signature) (Date)

Concentration Coordinator:

(Print) (Signature) (Date)

Appendix F
PH.D. IN EDUCATION PROGRAM
EXTERNSHIP APPLICATION
Leadership, Policy and Justice track

All externship applications must be approved by the concentration coordinator, as well as the student’s advisor and faculty mentor. **All signatures must be obtained and submitted to the Office of Graduate Studies prior to registration for the semester in which the course (EDUS 700) will be taken.** Students should begin the process of developing and negotiating their proposal well in advance of the registration deadline.

STUDENT NAME _____

ON-SITE SUPERVISOR NAME _____

*STARTING DATE: _____ *ENDING DATE: _____ *HOURS PER WEEK: _____

*Must provide for a total of 120 clock hours of which 90 are **on-site** experience.

INSTRUCTIONS: Using the following headings, submit a statement outlining your proposed externship.

- I. Name and address of agency.
- II. Major services or products of the agency.
- III. Qualifications of on-site externship supervisor.
- IV. Indicate how this experience relates to the mission of the Leadership, Policy, and Justice track.
- V. Indicate how this experience relates to your career goals and doctoral training objectives.
- VI. List a minimum of five general goals for the proposed experience related to one’s future career.
- VII. Describe the nature of the proposed experience including schedule and specific activities.
- VIII. List at least five specific measurable objectives of the proposed experience and explain how each objective will be measured, specifying at least one product from the experience. Additional products should be a log of hours spent and a final report to the advisor.
- IX. Explain how the proposed experience differs from your previous education and work experience.
- X. Students must sign and obtain on-site supervisor and advisor signatures before submitting this form to the Office of Graduate Studies.

Student Date

On-Site Supervisor Date

Advisor Date

Concentration Coordinator Date

Appendix G
Post Qualifying Assessment Advising Meeting Summary Form

Student: _____ **VID** _____

Concentration: _____ **Advisor:** _____

After completion of the Qualifying Assessment in the SOE Ph.D. in Education program.

The student has:

- Completed prerequisites
- Completed and submitted preliminary program of study form
- Adhered to SOE continual enrollment policy
- Maintained 3.0 GPA
- Successfully completed Qualifying Assessment
- Completed and submitted revised program of study form

After review of the student's record and qualifying assessment results it has been determined that the student is:

- Recommended for Continuing Doctoral Status

- Recommended for Continuing Doctoral Status with remediation required
 - * **Forward electronic copy of Qualifying Assessment Portfolio to Office of Graduate Studies**
 - * **Please attach document outlining details of remedial plans, i.e. courses, activities, assignments and due date for completion**
- Not recommended for Continuing Doctoral Status (please attach document with reasoning)

Student:

Print _____ Signature _____ Date _____

Advisor:

Print _____ Signature _____ Date _____

Appendix H
Comprehensive Examination Literature Review Rubric

Student Name: _____ Date: _____

Fail	Pass with Revisions	High Pass
Framing of the problem or issue in the field is absent	Framing of the problem or issue in the field is moderately clear and engaging	Compelling framing of problem or issue in the field
Writing is unintelligible and/or poorly organized and detracts from the presentation of ideas.	Writing is understandable but lacks precision and/or does not flow well around the ideas.	Writing is intelligible, concise, well-organized, and flows nicely around the ideas.
The ideas expressed in the review are poorly supported.	The ideas expressed in the review are somewhat supported.	The ideas expressed in the review are thought-provoking, well-defended, and creative.
The review shows minimal understanding of the concepts central to the review.	The review shows adequate conceptual understanding, although limitations in depth and/or breadth are evident.	Student's understanding of concepts central to the review is well-developed, both deep and broad.
References are inadequate	Reference list omits some key references.	Thorough, current set of references.
Your paper includes multiple (i.e., 20 or more) errors of many types in APA 6 th Edition style. There are many (i.e., 20 or more) errors in grammar or spelling in your paper.	Some errors of APA 6 th edition style formatting are present. There are some grammatical or spelling errors throughout the review.	You accurately use APA current edition style throughout your paper. There are very few or no grammatical or spelling errors in your paper.
Review was not submitted on time.	Review was submitted on time.	Review was submitted on time.
Evidence of plagiarism is present.		
Presentation organization inappropriate and disorganized, slides are not visually pleasing, graphics are not used appropriately or effectively, pace was uncomfortable, tone was not conversational and or engaging, eye contact and poise were not evident, technology distracts from presentation	Presentation organization was moderately appropriate and clear, slides are somewhat visually pleasing, graphics mostly used appropriately and effectively, pace mostly was comfortable, tone was somewhat conversational and engaging, eye contact and poise were usually evident, technology mostly enhances presentation	Presentation organization appropriate and clear, slides are visually pleasing, graphics used appropriately and effectively, pace was comfortable, tone was conversational and engaging, eye contact and poise were evident, technology enhances presentation

Comments:

Appendix I
Comprehensive Examination Report

Student Name: _____ **VID** _____

Concentration: _____

After completion and department review, the comprehensive assessment is completed with result of:

- Satisfactory- approved to move forward with dissertation component of program.
*Forward electronic copy of comprehensive exam to Office of Graduate Studies
- Satisfactory with remediation and/or conditions to be met- please provide separate sheet with outlined remediation plan/conditions to be met and due date for completion.
- Unsatisfactory- needs to repeat comprehensive assessment prior to beginning dissertation component of program.

Due date: _____

Advisor:

Print

Signature

Date

Appendix J
PH.D. IN EDUCATION
CONCEPT PAPER GUIDELINES

Purpose of the paper

The student will develop a “mini-literature review” of 8-10 double spaced pages, not including references. The review should describe and evaluate key studies in the student’s area of interest, provide a synthesis of studies cited, and identify key gaps in the literature. The review should follow APA style and close by identifying the student’s topic of inquiry.

The student will develop this literature review in consultation with their chair(s). The purpose of a concept paper is two-fold. First, it should provide an indication to the reader that the doctoral candidate has a sufficiently developed idea for a dissertation topic that is based on the literature. Second, it should provide an indication of the candidate’s ability to write about research literature and a research idea.

Preparation

Students can be proactive in the preparation of the concept paper to have a greater likelihood that they will be ready for the requirements of EDUS 890. Therefore, it is recommended that students follow these steps:

- a) Meet with your dissertation chair or advisor to determine whether enrolling in EDUS 890 is appropriate for you, your readiness for EDUS 890, and for how to go about writing the concept paper.
- b) Meet with your dissertation chair to receive direction for the concept paper.
- c) Attend the concept paper information session to learn the timelines and submission guidelines.
- d) Submit the concept paper to your dissertation chair 2 weeks before the SOE deadline for submission for the semester you intend to enroll in EDUS 890.

It is important to follow the above recommended steps and work with your chair to prepare the best possible concept paper to avoid any disruption in progressing through the dissertation stage of the program. Please be aware that you should submit a concept paper formatted in APA style that is free of grammar, punctuation, spelling, and typing errors.

Review and Submission Process

The dissertation chair or other faculty designated by the student’s concentration will provide a written review of the student’s paper. If the advisor or chair deems the literature review sufficiently substantive, the advisor/chair will sign and submit the concept paper approval form to the Office of Graduate Studies. The Student is responsible for submitting an electronic copy of the concept paper to the Office of Graduate Studies once approved (this can be sent

electronically to winnkb@vcu.edu). Once the concept paper is approved and paperwork completed, the Student will consult with their advisor/dissertation chair on which section of EDUS 890 to enroll. If the paper is not accepted, the student will not be permitted to enroll in EDUS 890, however they will receive feedback about why the paper was not acceptable.

If your paper does not satisfy the requirements for enrolling in EDUS 890, your first step should be to discuss this with your advisor/dissertation chair. In this situation, many students enroll in an independent study (EDUS 641) section to review the literature related to their topic and revise their previously submitted paper.

Appendix K
Concept Paper Approval

Student's Name: _____ **V#** _____

To identify a potential topic of inquiry and to demonstrate the ability to write about research literature and a research idea, the above student has submitted a concept paper for review.

- Identify topic of inquiry
 - o A sufficiently developed idea for research
 - o Significance of proposed study

- Demonstrate knowledge in the area of interest
 - o Describe/synthesis/evaluate key studies
 - o Identify key gaps in the literature
 - o Describe contribution of the proposed study
 - o Reference list and annotated bibliography
 - o APA style

Upon review, it has been determined that the student has:

Successfully met the criteria required for the concept paper

Not met the criteria required for the concept paper

Advisor/Instructor signature: _____ Date: _____

Appendix L
PH.D. IN EDUCATION DISSERTATION COMMITTEE AGREEMENT FORM

A minimum of four VCU faculty members must agree to serve on a student's dissertation committee. Please see the Ph.D. in Education Handbook for details about the requirements for committee members. **Students must submit this dissertation committee agreement form prior to completing EDUS 890 (Dissertation Seminar) and/or enrolling in EDUS 899.** If opting out of EDUS 890, students must submit this form at the time they request to opt out. This form can be submitted to the Office of Graduate Studies as a hard copy or an email attachment to winnkb@vcu.edu. Please make sure requested committee members have faculty status prior to submission of this form or a faculty status request is submitted along with this form. If the form is e-mailed, students must have obtained all necessary signatures prior to sending.

To be completed by the student:

Student name: _____

Proposed title of dissertation: _____

The following faculty members have agreed to serve as members of my dissertation committee:

Chair: _____

SOE Member 1: _____

SOE Member 2: _____

VCU Faculty (other than School of Education): _____

Concentration Coordinator:

(Print) (Signature) (Date)

Department Chair:

(Print) (Signature) (Date)

To be completed by the Office of Graduate Studies:

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

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

Associate Dean of Academic Affairs:

(Print) (Signature) (Date)