



## **Department of Foundations of Education**

### **Ph.D. in Education Track in Educational Psychology**

### **Procedural Information and Guidelines**

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## Table of Contents

|  |    |
|--|----|
| Philosophy.....  | 3  |
| Admission to the Educational Psychology Doctoral Track.....              | 3  |
| Doctoral Program Overview.....   | 4  |
| Competencies.....  | 6  |
| Required Course Work.....  | 7  |
| Electives.....   | 7  |
| Co-curricular Activities.....  | 7  |
| Development of a Program of Study.....                                   | 7  |
| Annual Review.....   | 8  |
| Qualifying Examination.....  | 8  |
| Post-Qualifying Exam Review.....   | 9  |
| Comprehensive Examination.....   | 9  |
| Policy on Doctoral Student Teaching .....                                | 11 |
| Externship.....  | 11 |
| Concept Paper Expectations and Evaluation.....                           | 11 |
| Doctoral Program Checklist.....  | 12 |
| Appendix A: Program Planning Guides.....                                 | 13 |
| Appendix B: Annual Graduate Student Progress Report.....                 | 16 |
| Appendix C: Post-Qualifying Exam Review Process.....                     | 17 |
| Appendix D: Tips to Successfully Prepare for the Comprehensive Exam..... | 18 |
| Appendix E: Comprehensive Exam Rubrics.....                              | 19 |
| Appendix F: Possible Externship Sites.....                               | 21 |
| Appendix G: Externship Evaluation.....                                   | 22 |

This handbook is designed to guide doctoral students through the Educational Psychology track in the Ph.D. in Education. Aspects of the doctoral program that are unique to Educational Psychology are outlined in this document, and the Educational Psychology faculty reserve the right to change and update information and requirements as appropriate. Students are also expected to be familiar with the SOE Ph.D. in Education Student/Faculty Handbook for general policies <http://www.soe.vcu.edu/files/2016/01/Ph.DHandbook2017.pdf> . Many required forms are also available on the Doctoral program Blackboard site. It is the responsibility of all doctoral students to keep abreast of program requirements and changes in the program.

### **Philosophy**

The Doctor of Philosophy (Ph.D.) in Educational Psychology track is designed for research-oriented doctoral students who want to promote the success of students in educational environments. Doctoral students will integrate theory and research in the areas of cognition, social psychology and motivation, assessment, 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 on the Educational Psychology website <https://soe.vcu.edu/departments/pages/foundations-of-education/foundations-of-education-faculty-and-staff/>.

Graduates are well-prepared to teach in educational psychology and related programs at the college or university level as well as to take leadership positions in state or school division research and policy environments. A minimum of 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. Students who wish to be employed in higher education after graduation should plan to take more credits and time to complete the degree to be competitive for academic positions.

### **Admission to the Educational Psychology Doctoral Track**

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

1. Meet School of Education and Graduate School criteria for admission (check your entry year in the Graduate Bulletin).
2. Supply 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.)
3. Participate in a personal interview with Educational Psychology faculty. Although an in-person interview with the candidate is highly preferred, a phone interview with the candidate is acceptable.

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

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

### **Doctoral Program Overview**

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

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

## Preliminary Status: First 21 Course Credits

Complete EDUS 608, EDUS 710, EDUS 702, EDUS 703  
Take concentration courses planned with advisor  
Begin taking co-curriculars planned with advisor  
Complete qualifying exam including any remediation

### Relevant forms

Preliminary program of study in first semester  
First year review form  
Continuing doctoral status form after qualifying exam

## Continuing Doctoral Status:

Complete research and concentration classes, externship, co-curriculars, concept paper (if needed)  
Resolve all "I" and NG grades  
Pass comprehensive examination  
Prepare prospectus, schedule and pass hearing

### Relevant Forms

Final program of study  
Comprehensive Examination Report Form  
Dissertation committee form  
Following Prospectus meeting, submit Degree Candidacy form

## Doctoral Candidate

Submit dissertation for IRB approval.  
Complete dissertation, schedule and pass dissertation defense  
Submit dissertation to VCU Scholars Compass

### Relevant Forms

Dissertation Defense Report  
Dissertation Approval sheet (ETD)  
Graduation Application  
Survey of Earned Doctorates

## **Competencies**

The following is a list of minimal competencies that all Ph.D. students must complete through coursework, research, and other academic activities as negotiated with your advisor:

### I. Analytical and Writing Skills

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

### II. Content Knowledge

1. Demonstrate knowledge of the critical issues and trends in educational psychology through oral and written communication skills in courses as well as through the doctoral comprehensive exam.
2. Begin to develop an area of expertise in the field of educational psychology. Frequently developed through paper topics in courses, but also through research team and/or co-curriculars.

### III. Professional Skills

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

## **Required Coursework in Educational Psychology**

EDUS 660 AND STAT508 (Prerequisite based on transcript, can take STAT508 online)  
EDUS 620 Human Development in Education (offered fall semester of odd years)  
EDUS 621 Motivation in Education (offered spring semester of odd years)  
EDUS 662 Educational Measurement and Evaluation (offered fall semester, in even numbered years)  
EDUS 720 Seminar in Cognition and School Learning (offered spring semester of even years)  
EDUS 721 Seminar in Social Processes and Education (offered fall semester of even years)  
EDUC 797 Directed Research (offered every semester, 1 credit required for first 3 semesters, summer optional)

### **Electives**

Students must take a minimum of 2 electives throughout their program. One must be a concentration elective and at least one must be a research elective. It is recommended that one of these be taken outside the School of Education. Some possible electives are:

EDUS 661 Educational Evaluation  
MGMT 643 Applied Multivariate Methods  
PSYC 643 Principles of Psychological Measurement  
STAT 623 Discrete Multivariate Analysis  
SWKD 705 Multivariate Analysis in Social Work and Human Services Research  
SOCY 605/PADM 605 Survey Research Methods  
NURS 772 Advanced Qualitative Research Methods  
SBHD 633 Structural Equation Modeling  
SBHD 610 Behavioral measurement  
EDUS 712 Mixed Methods  
EDUS 651 Hierarchical Linear Modeling  
Psychology courses  
CCC track courses  
SEDP track courses

### **Co-Curricular Activities**

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

### **Required:**

- \_\_\_\_\_ CITI training for social and behavioral research; complete in first semester
- \_\_\_\_\_ submit an individual or group proposal to a conference in year 1
- \_\_\_\_\_ 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 (especially if interested in academia)
- \_\_\_\_\_ Apprentice with a faculty member as a research assistant for 2 consecutive semesters, submit a review of work completed. (for no credit or for credit in addition to the 48 hrs. of the program)
- \_\_\_\_\_ Co-author an article or participate in grant writing
- \_\_\_\_\_ Attend two workshops or conferences (e.g., VCU, state, regional, or national)
- \_\_\_\_\_ Other, as advisor and track coordinator agree

**Development of a Program of Study**

All Ph.D. students need to complete the required Program of Studies Form provided by the School of Education Doctoral Studies office. See also Appendix A for the Educational Psychology Program Planning Guide and course sequencing.

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

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

**Annual Review**

Doctoral students will be reviewed on an annual basis. The 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.

**Qualifying Examination**

The qualifying examination is the same for all doctoral students in the School of Education. Please see the SOE Ph.D. Handbook for guidance.

**Post-Qualifying Exam Review**



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

### **Comprehensive Examination**

#### **School of Education Ph.D. in Education Program Handbook**

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 track is coordinated by the faculty of the track. 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; and (c) the requirements for continuous registration and for sequencing of the seminar, prospectus review, and actual dissertation research hours. A student who wishes to take the examination must notify his or her advisor and/or track coordinator the semester prior to the semester in which he/she plans to take the examination.

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 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, he or she should register for EDUS 641.

#### **Educational Psychology Track Policy**

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. track 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 or to submit topics for the timed exam questions. It is expected that students will prepare for the exam independently. Please see Appendix D for tips to successfully prepare for the exam.

Prior to the meeting, students submit 2 – 3 possible topics to their advisor for review and discussion. Once the topic is decided, students prepare the abstract for the review for their advisor's approval. The advisor and student agree upon a submission deadline, which should be no later than the end of the semester. See the rubric in Appendix E.

### **Administration**

*Literature Review.* 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 option presents a more elaborate view of a focused topic. Although some of the writing of the literature review may be included in the students' dissertation, the literature review is expected to be more extensive in nature. 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. Students may receive some general feedback from their advisor regarding a draft before submission for grading.

### **Grading**

Students can expect written notification of their comprehensive exam performance within four to six weeks of submission. Each response is read and graded by two or more track faculty. All papers will be graded High Pass, Pass with Revisions, or Fail according to the rubrics in Appendix E. For responses scored as "Fail" or Pass with Revisions," students will make revisions prior to resubmitting their response for scoring. Additionally, students may be invited to a meeting with readers to elaborate on answers as needed. 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.

### **Policy on Doctoral Student Teaching**

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

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

### **Qualifications**

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

### **Supervision**

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

When teaching, the graduate student will meet on a regular basis with the 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, advice for handling issues that arise, etc. The graduate student will be evaluated periodically by the supervising faculty member and/or the department chair.

### **Procedure**

Students who wish to be considered for teaching should submit a CV to the department chair along with a request to teach EDUS 301, EDUS 305, EDUS 607, EDUS 617, or EDUS 660. This should be accompanied by letters of support from the student's advisor and track coordinator.

### **Externship**

The student will identify an externship that will build his or her research skills by working in a professional environment outside of the School of Education. For example, students have found placements with the VA Department of Education, with the research departments of public K-12 school divisions, with institutional research offices at VCU or neighboring institutions, and with grant projects at VCU. See Appendix F for additional possible externship sites. Students should be thinking about this by the end of their third semester to begin to make connections, so they are not scrambling to find something meaningful. The student's advisor will give the student a grade based on the portfolio turned in and the recommendation of the externship supervisor. See Appendix G and the Educational Psychology portion of Blackboard for the supervisor evaluation and Blackboard for the externship form.

### **Concept Paper Expectations and Evaluation**

It is expected that the concept paper will be a roadmap for developing the dissertation proposal. Please see the guidelines in the SOE Ph.D. handbook. This is required for admission to EDUS 890.

## 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**
- \_\_\_\_\_ 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**
- \_\_\_\_\_ 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 Educational Psychology Program Planning Guides

### Prerequisite

- \_\_\_\_\_ EDUS660 Research methods in education      OR
- \_\_\_\_\_ STAT508 Introductory social statistics

### Major Program Courses

- \_\_\_\_\_ EDUS 702 Foundations of Educational Research and Doctoral Scholarship I  
(take spring of year 1)
- \_\_\_\_\_ EDUS 703 Foundations of Educational Research and Doctoral Scholarship II  
(take summer of year 1 or fall of year 2)
- \_\_\_\_\_ EDUS 608 Statistics for Social Research (take fall of year 1)
- \_\_\_\_\_ EDUS 710 Educational Research Design (take spring of year 1)
- \_\_\_\_\_ EDUS 711 Qualitative Methods and Analysis (typically offered fall and in spring)
- \_\_\_\_\_ EDUC 797 Directed Research: Educational Psychology (take 1 credit for first 3  
semesters, summer optional)
- \_\_\_\_\_ EDUS 620 Human Development in Education (take fall of year 1 or 2)
- \_\_\_\_\_ EDUS 621 Motivation in Education (take spring of year 1 or year 2)
- \_\_\_\_\_ EDUS 662 Educational Measurement and Evaluation (offered fall of even years)
- \_\_\_\_\_ EDUS 720 Cognition and School Learning (take spring of year 1, 2, or 3)
- \_\_\_\_\_ EDUS 721 Social Processes and Education (take fall of year 1 or 2)
- \_\_\_\_\_ Elective from SOE programs or outside the SOE (EDUS 661 Educational Evaluation,  
or another)
- \_\_\_\_\_ Research elective (e.g., EDUS 712 Mixed Methods, MGMT 643 Applied Multivariate  
Methods, SOCY 623 Causal Analysis, SOCY 605/PADM 605 Survey  
Research Methods, or NURS 772 Advanced Qualitative Research Methods)
- \_\_\_\_\_ Externship (may be within the SOE to complete co-curricular activities)
- \_\_\_\_\_ EDUS 890 Dissertation Seminar

### Co-Curricular Activities for portfolio

#### Required:

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

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

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

**Qualifying Exam (after 18 credits)**      Date \_\_\_\_\_ Score \_\_\_\_\_  
**Comprehensive Exam (after concentration courses)**      Date \_\_\_\_\_ Score \_\_\_\_\_

## Proposed Plan of Study for Educational Psychology PhD Track

### Odd Year Cohort for Full-Time Study

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

\*Qualifier in August of year 2

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

\*Comprehensive in August year 3

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

### Even Year Cohort for Full-time Study

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

\*Qualifier in August of year 2

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

\*Comprehensive in August year 3

\* 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 Odd year Cohort**

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

\*Qualifier in August of year 2

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

\*Comprehensive in August year 4

\* 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 even year cohort**

|                         | Fall Semester                                      | Spring Semester                                    | Summer Semester  |
|-------------------------|--|--|--|
| Year 1<br>18<br>credits | <b>EDUS 608</b><br><b>EDUS 721</b><br>EDUS 797 (1) | <b>EDUS 702</b><br><b>EDUS 710</b><br>EDCS 797 (1) | <b>EDUS 703</b><br>EDUC 797 (1)                        |
| Year 2<br>12<br>credits | <b>EDUS 620</b><br>Elective<br>EDUC 797 (1)        | <b>EDUS 720</b><br>EDUS 711                        |  |
| Year 3<br>12<br>credits | <b>EDUS 662</b><br>Elective                        | <b>EDUS 621</b><br>Elective                        | externship<br>write concept paper<br>prepare for comps |
| Year 4                  | EDUS 890   | EDUC 899   | EDUC 899   |

\*Qualifier in August of year 2

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

\*Comprehensive in August year 4

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

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



## **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 Track Director. Thank you!

- 1. Name:**
- 2. Advisor:**
- 3. Expected semester of graduation:**
- 4. Do you currently have an assistantship?**
  - a. If yes, please describe briefly.**
  
- 5. Are you interested in an assistantship in the future? If yes, please elaborate.**
  
- 6. Please describe your accomplishments this past summer and academic year:**
  - a. Research:**
    - i. Conference papers: Please list all local, state, or national scholarly presentations you have made since May of last year, using APA format and including co-authors:**
  
    - ii. Publications: Please list any scholarly publications including technical reports you have authored or co-authored and submitted for publication or have had published since May of last year, using APA format and co-authors:**
  
    - iii. Other:**
  - b. Teaching:**
  - c. Service:**
  - d. Awards or special recognitions (including travel awards):**
  - e. Other accomplishments:**
  
- 7. Your reflections and goals. Please provide an analysis of (a) your past year in the Educational Psychology track and (b) your goals for the coming year. Please feel free to include suggestions here for the program that could improve your and other students' experiences in the program.**

**Appendix C**  
**Educational Psychology Track**  
**Post-Qualifying Exam Review of Doctoral Students**

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

**Timeline**

The Post-Qualifying Exam Review will take place after the completion of 12-18 hours of coursework and the qualifying exam, usually at the beginning of Year 2.

**Process**

The student will complete the Graduate Student Progress Report (Appendix B). Students must submit this to two faculty members whose courses they have taken during the first year of the program in order for the faculty to provide descriptive information about student performance (including writing, critical thinking, and/or research skills).

**Outcomes**

On the basis of the student's performance assessment in the Post-Qualifying Exam Review, the review committee may indicate one of the following options:

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

**Appendix D**  
**Tips to Successfully Prepare for the Comprehensive Exam**

**Preparing for the Literature Review Option:**

- 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 sub-headings are important for effective organization.

**Appendix E**  
 Educational Psychology Doctoral Track Comprehensive Examination  
*Systematic Literature Review Rubric*

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

| <b>Fail</b>  | <b>Pass with Revisions</b>  | <b>High Pass</b>   |
|--|---|--|
| <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 in 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</p>   | <p>The review shows adequate conceptual understanding, although limitations in depth and/or breadth are evident.</p>  | <p>Student's understanding of concepts central to the review is well-developed, both deep and broad.</p>   |

| <b>Fail</b>  | <b>Pass with Revisions</b>   | <b>High Pass</b>  |
|--|--|---|
| methodologies are not discussed.   | Some of the key constructs, variables, and methodologies are presented.  | All of the key constructs, variables, and methodologies are presented.  |
| 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).                              | 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. | 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. |
| References are inadequate for comprehensively representing the body of knowledge related to topic of review.   | Reference list omits some key references for comprehensively representing the body of knowledge related to topic of review.  | 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.  |
| The literature review includes multiple (i.e., 20 or more) errors of many types in APA 6 <sup>th</sup> edition style. There are many (i.e., 20 or more) errors in grammar or spelling present. | Some errors of APA 6 <sup>th</sup> edition style formatting are present. There are some grammatical or spelling errors present.  | The literature review includes correct APA 6 <sup>th</sup> edition style throughout the paper. There are very few or no grammatical or spelling errors present.   |
| Review was not submitted on time.  | Review was submitted on time.  | Review was submitted on time.   |
| Evidence of plagiarism is present.   |  |   |
| Comments:  |  |   |

**Appendix F**  
**Possible Externship Sites**

1. VA State Department of Education
2. Research offices of local school systems (e.g., Chesterfield and Henrico)
3. University Institutional Research Office (e.g., VCU, John Tyler Community College)
4. School of Education at a neighboring institution (e.g., Randolph Macon, University of Mary Washington)
5. Work on a grant or in another department at VCU (One former student worked on a grant related to student health and fitness; another helped develop an advising system for another department.)
6. Several opportunities exist to collaborate with SOE Centers:
  - a. The Literacy Institute/Excellence in Children's Early Language and Literacy/Virginia Literacy Foundation
  - b. SOE Center for School-Community Collaboration
  - c. Center for Teacher Leadership
  - d. Child Development Center
  - e. Rehabilitation Research and Training Center
  - f. Partnership for People with Disabilities

## **Appendix G**

### **Externship Student Evaluation**

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

Student Name: \_\_\_\_\_

Evaluated By: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

#### **Demonstrates effective communication with fellow professionals**

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

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

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

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

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

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

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

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