



VCU School of Education

DOCTOR OF EDUCATION IN LEADERSHIP PROGRAM

STUDENT HANDBOOK

**Higher Education Leadership &
K-12/General Leadership**

Learning Community 2024

Revised Summer, 2021

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ABOUT THIS HANDBOOK

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

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

Our program has evolved over time and will continue to do so in order to reflect changing needs and emerging best practices. With this in mind it is important to note that changes in program course sequence, content and policy may occur at the department's discretion. Students will be alerted of program changes as they occur.

Feel free to contact us at any time.

We are happy you have chosen the VCU School of Education for your Doctoral study and wish you success in our program.

The Department of Educational Leadership
School of Education
Virginia Commonwealth University

Mission of the Department of Educational Leadership

The mission of the Department of Educational Leadership is to prepare visionary scholars and leaders who promote equity, inclusiveness, and justice across a variety of spheres.

We achieve this through an interdisciplinary integration of theory, research, and practice.

Students engage in coursework, activities and projects that promote a deeper understanding for providing equitable educational opportunities for inclusive communities.

Intensive study of general, PreK-12, and higher education leadership policy and practice offers students opportunities to examine complex issues across a variety of contexts.

Students work alongside dedicated, diverse, and internationally-recognized faculty that foster learning environments centered on intellectual integrity and advocacy.

Our Key Values

1. **Leadership for Social Justice:** Ensure that each student is treated fairly, respectfully, and with understanding of each student's culture and context.
2. **Leadership for Ethical Organization:** Act ethically and according to professional norms to promote each student's academic success and well-being.
3. **Leadership for Equity and Achievement:** Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. **Leadership for Scholastic Excellence:** Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. **Leadership for Community Engagement:** Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Graduates enact these key values by leading learning environments that are equitable and safe, bringing evidenced-informed perspectives to their work as both scholars and practitioners, and by empowering and building teams they lead.

« OVERVIEW AND FRAMEWORK

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

PROGRAM GOALS

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

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

Organizations are rich in data. However, stand-alone data are of limited use. Data that become useful are interrelated and processed into information, which is then used to address problems of

practice and promote change. The complex organizations of today constantly face adaptive challenges, and require leaders who are committed to moving from single loop to double loop thinking, and from quick fix, isolated approaches to reflective, systematic understanding. Effective leadership in current contexts is characterized by a commitment to change and a high degree of tolerance for ambiguity and disequilibrium.

The Ed.D. aims to foster the emergence of scholar practitioners who manifest the leadership skills that sustain learning organizations—organizations that continually reflect and develop. Participants in the Ed.D. program are encouraged to approach problems of practice as opportunities to utilize multiple perspectives, thereby inclining the learning organizations in which they lead towards change and the facilitation of and accountability for legal, ethical, and equitable outcomes.

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

« PROGRAM FEATURES

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

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

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

program content and assessments align with common curriculum elements across perspectives.

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

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

« INQUIRY COMPONENTS

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

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

A research literate leader is able to:

- read the research of others and judge the value of this research for practice;
- organize data to describe what the data say;
- sort, compare, and display data;
- understand a variety of types of data including economic, interview, survey, and test data;

- engage public communication and public opinion by gathering information through face- to-face interviews, observations, focus groups, paper and pencil and web surveys;
- understand the principles behind testing, different types of tests and the limitations of information provided by tests;
- identify purposes and evaluate the effectiveness of programs; and
- examine the cost effectiveness of decisions.

« FRAMES

Activities in the program require students to examine the three analytic lenses—learning, equity, and accountability—from a number of frames to include: systems, economic, legal, and human relations. Problems of practice and issues of the field are the contexts in which students use frames to consider issues of equity, learning, and accountability. Each frame uses a different type of evidence or data and asks different questions.

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

Managing Dynamic Organizations

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

Working with People

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

Understanding Self as Leader

- Assess personal strengths and attributes
- Develop an ethical core

- Identify cognitive processing approach and relationship to leadership

Communicating and Persuading

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

« PROGRAM SEQUENCE (SEQUENCE AND CONTENT MAY CHANGE AS FACULTY ENGAGE IN PERIODIC REVIEW.)

Leadership does not exist in a void, and students face unique leadership challenges depending upon the type and context of their organizations. As a result, the program offers specific tracks based on student need:

K-12/ General leadership for those in public or private K-12 education or non-higher education positions or those in community, non-profit, or for-profit organizations with a learning focus.

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

In addition, depending upon student preferences and group sizes, a **blended cohort** of both K-12/General students and Higher Education students may be offered.

While all programs provide the same coursework, the content and focus of each course will be adapted for specific leadership environments. The following pages present a year-by-year table of the coursework taken each semester for each track.

VCU's ED.D IN LEADERSHIP IS A 48-CREDIT HOUR, THREE PROFESSIONAL PRACTICE DOCTORATE K12/General students take all classes face to face on Wednesday nights and 5 Saturdays each semester: Higher Ed students take all classes online except for one course in the Summer (identified with a *) that is 5 face to face Saturdays.

	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>
Year 1	<p><u>EDLP 700: Effective Learning Networks</u> (3 cr.)</p> <p><u>EDLP 702 Understanding as Leader: Theory and Data Analysis</u> (2 cr.)</p> <p>Themes: Learning and Metacognitive processes; Leadership theory; Team-Building</p>	<p><u>EDLP 715: Principles for Professional Writing I</u> (3 cr.)</p> <p><u>EDLP 709– Equity and Leadership</u> (3 cr.)</p> <p>Themes: Communicating in a range of modalities for a variety of audiences; connect content with development; writing activities; Historical, Political Socio-cultural Contexts; Equity & Social Justice Theory</p>	<p><u>EDLP 704 Frameworks for Decision-making: Legal Perspectives</u> (3 cr.)</p> <p><u>EDLP 705 Frameworks for Decision-making: Ethical Perspectives</u> (3 cr.)</p> <p>Themes: Theory and policy pertaining to decision-making in organizational contexts</p>
Year 2	<p><u>EDLP 712: Planning for Sustainable Change I</u> (3 cr.)</p> <p><u>EDLP 708 – Leadership Presence</u> (3 cr.)</p> <p>Themes: Leadership and Communication in Organizational context; Public Relations; Crisis Management; Change Theory related to historical, political, socio-cultural contexts of organizations</p>	<p><u>EDLP 711: Evidence-informed Perspectives on Practice I</u> (3 cr.)</p> <p><u>EDLP 714: Planning for Sustainable Change II</u> (3 cr.)</p> <p>Themes: Research design & methods applied research studies, program evaluation; selection of and immersion in local problem of practice; Application of change theory to problems of practice in organizations</p>	<p><u>EDLP 713: Evidence-informed Perspectives on Practice II</u> (3 cr.)</p> <p><u>EDLP 716: Principles for Professional Writing II</u> (3 cr.)</p> <p>Themes: Collecting & analyzing data; completion of applied/evaluation research in local laboratory of practice; writing specific to the Capstone process; literature reviews, methodology data analysis, findings, and recommendations</p>
Year 3	<p><u>EDLP 717: Communicating Research Findings</u> (3 cr.)</p> <p><u>EDLP 790: Capstone Development</u> (3 cr.)</p> <p>Themes: Communicating effectively in a variety of formats</p>	<p><u>EDLP 798: Capstone Plan Implementation</u> (3 cr.)</p> <p>Tasks: Collecting data based on research plan; monitoring and amending data collection as needed</p>	<p><u>EDLP 799 Capstone Completion</u> (3 cr.)</p> <p>Tasks: Interpreting data, developing findings and recommendations; writing the client document (Executive Summary) and presenting to client; presenting</p>

	Task: Beginning the Capstone process, culminating in presentation of the Prospectus	scholarly document at Capstone defense; graduation in May
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« YEARLY FOCI AND COURSE DESCRIPTIONS

YEAR ONE FOCI: LEADERSHIP CORE

- LEADERSHIP THEORY & APPLICATION
- LEARNING THEORY & APPLICATION
- ETHICAL DECISION MAKING IN ORGANIZATIONAL CONTEXT
- LEGAL DECISION MAKING IN ORGANIZATIONAL CONTEXT

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

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

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

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

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

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

YEAR TWO FOCI: BUILDING LEADERSHIP CAPACITY TO ADDRESS PROBLEMS OF PRACTICE

- **PROFESSIONAL WRITING/COMMUNICATIONS**
- **RESEARCH METHODS & APPLICATION**
- **CHANGE THEORY & APPLICATION IN ORGANIZATIONAL CONTEXT**

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

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

EDLP 711: Evidence-informed Perspectives on Practice I (3 credits) This course implements a collaborative approach to the theory-infused practice of program evaluation in education. Participants will hone their project-planning expertise and their data-gathering and data-analysis skills in the process of both contributing to ongoing evaluation research and preparing to conduct evaluations of programs of their own choosing in their own school divisions. The course culminates in the production of an interim report which is delivered to the “client.”

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

EDLP 713: Evidence-informed Perspectives on Practice II (3 credits) Students are mentored as they proceed throughout the semester to develop and enhance their earlier program review plan and interim report. Students establish a literature foundation for the ongoing evaluation of the program they chose to evaluate; gather further data by means of interviews, focus groups, document review; and analyze data to develop conclusions and recommendations. The summative product of this course includes an executive summary, a full report and a binder of relevant data.

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

YEAR THREE FOCI: COMMUNITY-ENGAGED LEADERSHIP TO ADDRESS A PROBLEM OF PRACTICE

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

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

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

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

EDLP 799 Capstone Completion (1-3 credits) Client-based capstone. Continuation of capstone implementation. Presentation of capstone findings to capstone committee and executive summary to client.

« STUDENT EXPECTATIONS AND RESPONSIBILITIES

ATTENDANCE AND PARTICIPATION IN FACE-TO-FACE CLASSES

Understanding that working professionals have many demands upon their time, we strive to deliver classes as efficient and meaningful as possible. We also understand that family emergencies and required job events may create issues with class attendance. However, students must understand that even if due to emergencies and job events, participation points may be lost.

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

DISPOSITION

As educational leaders, faculty expects students to demonstrate the capacity to maintain effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. We expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities through their degree program. Additionally, “Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of their degree. [The Student Code of Conduct](#) shall apply to student conduct even if the student withdraws from school while a disciplinary matter is pending” (VCU Student Code of Conduct, 2019)

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Virginia Commonwealth University Department of Educational Leadership possess those characteristics sufficiently. This type of monitoring will include: academic progress (via student student learning outcomes) and professional performance.

“PRESENCE” AND PARTICIPATION IN ONLINE CLASSES

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

An online environment can challenge the development of a united learning community, so instructors incorporate appropriate strategies that encourage engagement. The use of VoiceThread, Zoom, Google Hangouts, or other video tools promotes stronger connections in both small group and large group situations. In addition, to help build community, one course each summer will require face-to-face meeting date(s).

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

EPORTFOLIOS

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

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

SYLLABI, TEXTBOOKS, AND SUPPLEMENTAL MATERIALS

Students are expected to review course syllabi and related course materials/requirements as soon as possible and contact the instructor with questions or concerns. This information should be found on your VCU Blackboard.

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

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

PLAGIARISM

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

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

It is important to note that students are expected to create new work for each assignment unless specifically directed otherwise. While the topic of a previous paper may be built upon in a subsequent paper, wholesale copying of the previous content and submitting it as a “new” assignment in another course is prohibited, even if attributed correctly.

« TERMINATION FROM PROGRAM

The following are the conditions under which a student could be terminated or reviewed from the program:

Reviewed for possible termination

- Any grade of “D” or “F”
- Two grades of C at any time in the program
- A cumulative GPA of 2.99 or lower at any time in the program
- Unsatisfactory performance on the formative assessment

Termination

- Unprofessional conduct while a doctoral student or candidate (see VCU Code of Conduct: <http://bulletin.vcu.edu/academic-regs/university/student-conduct/>)
- Violation of the VCU Honor System (see VCU Honor Code: <http://bulletin.vcu.edu/academic-regs/university/honor-system/>)
- Three grades of “C” or lower while enrolled in the doctoral program

«STUDENT OUTCOMES AND ASSESSMENTS

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

There are three major assessments in the program outside of individual coursework and grades: The Formative Assessment, Prospectus, and the Capstone.

Student Outcomes

- technology competency by maintaining visually appealing digital portfolios that include: blogs, graded work, reflections, presentations
- honest and thoughtful self-evaluation of learning and leadership strengths and weaknesses
- establishment of realistic, relevant goals for professional growth

- confident and clear communication and presentation skills
- understanding and application of effective leadership, team-building, and learning behaviors
- appropriate data gathering, management and analysis techniques
- making of decisions and recommendations based upon data analysis and scholarly research
- scholarly writing skills
- academic achievement necessary to be considered for doctoral candidate status as required by the University

« FORMATIVE ASSESSMENT

Within the Ed.D. program, a formative evaluation provides an important milestone check for both students and faculty. In the fall of Year Two, each student participates in a Formative Assessment (FA), a presentation to faculty using the [ePortfolio](#) site as the vehicle to demonstrate student learning and future growth opportunities.

This assessment serves two purposes:

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

Formative Assessment Process:

1. Students are provided the specific format for their presentations and the evaluation rubric for at least two months prior to the formative assessment. Students sign up for day/time slots and provide the electronic links to their ePortfolio sites ahead of time so that faculty teams can review the sites prior to the presentations.
2. As part of the presentation process, faculty pose questions and provide both oral and written feedback.
3. If the student performance on the formative assessment is deemed unsatisfactory, the faculty will discuss next steps with the student. Options include the ability to restructure and redo the presentation, depending on the areas of growth exhibited. All students who do

not successfully pass the formative assessment on the first try are required to attend periodic follow-up meetings with the program coordinator so that program progress can be more closely monitored. Students whose performance does not improve and continues to be a serious concern may be brought up for faculty review and action, which may include dismissal from the program.

« CANDIDACY

Under University policy, graduate students must be awarded candidacy status to be eligible to receive a graduate degree. Students must apply for candidacy by completing the Admission to Degree Candidacy form available online on the Graduate School website and submitting it to their capstone chair for processing immediately following successful completion of capstone prospectus.

« THE CAPSTONE

The Ed.D. program culminates in a **Capstone**. **The Capstone is a Dissertation in Practice, a scholarly endeavor that impacts a complex problem of practice.** Teams consult and collaborate to conduct a study for organizations that have an educational component. The Capstone is community-engaged, where small groups of students (2-4) respond to a need identified by a community partner through an research-based evaluation project. The focus of the Ed.D. is more so centered on practice rather than a significant amount of theory typically found in traditional dissertations. Thus, Capstone work not only fulfills students' educational goals, but also provides critical support to organizations.

Capstone Process:

1. Organizations are invited to submit a Request for Assistance (RFA) for study. Each organization's RFA designates a program administrator who will be the client for the program if the RFA attracts sufficient Ed.D. participant interest.
2. Department faculty evaluate RFA submissions to select organizations for Capstones. Organizations that are selected will be matched with Capstone teams of two to four students led by a faculty member, the Capstone Chair.
3. Each team provides a response to the client proposal and the RFA Response Form (*See Appendix A*) to the client outlining the capstone purpose, research questions, methods of study and data analysis, and timeline.

4. The Capstone team consists of students, the Chair, and at least two other faculty members and complete a Capstone Committee Agreement Form (*See Appendix C*) before beginning formal work on capstone.
5. The Capstone Chair schedules the Capstone team prospectus by submitting a prospectus hearing form to the Office of Graduate Studies three weeks prior to the prospectus.
6. Each team develops an introduction/background, literature review, method of study, and data analysis within their prospectus. This document is presented to the Capstone Committee and client for their review, feedback, and approval at a Prospectus hearing. Upon successful completion of a prospectus, Chair(s) and committee must complete and submit Capstone Prospectus Review form to Office of Educational Leadership.
7. Upon successful completion of capstone prospectus, the Degree Candidacy (*See Appendix F*) form must be completed and submitted to the Office of Educational Leadership for forwarding to the Graduate School. With the completion of the Capstone Prospectus Review form and Degree Candidacy form, the capstone team has permission to begin the study.
8. As stipulated by the VCU Office of Research, all Ed.D. participants complete the Collaborative IRB Training Initiative (CITI) Basic Course prior to collecting data in EDLP 711 (Year 2). Student teams will discuss with their Chair the need to submit an IRB proposal **and then submit a** Capstone Analysis for IRB Review Form (*See Appendix B*) for their capstone work, which is dependent upon the selected research design and methodology of their Capstone.
9. Capstone teams discuss their progress and interim findings with the client at least twice throughout the study, and are expected to maintain regular and professional contact with their client, team members, and chair throughout. Unless further deliverables are decided upon at the outset, each group will formally present both an executive summary and a Capstone to the client at the end of the study. Each will include, at varying levels of specificity, the background of the study, a review of literature relating to the problem of practice, a description of the method(s) the data analysis, the conclusions reached and subsequent recommendations.
10. The Capstone Chair schedules the Capstone team defense by submitting a *Capstone Defense Form* to the Office of Graduate Studies three weeks prior to the defense.
11. Capstone teams present the Capstone to the Capstone Committee for approval, thus paving the way for program completion and graduation. Students will submit a Capstone Final Presentation and Report Form (*See Appendix E*) to the Office of Educational Leadership. While the Capstone is a team effort, determination of successful completion of the study requirements is made by the committee for each individual student.

Additional Capstone Team Resources:

- Sample Capstone Group Covenant (*See Appendix G*)
- Suggested Capstone Timeline by Semester (*See Appendix H*)

« STUDENT SUPPORTS

ADVISING

The Program Coordinators serve as advisors to EdD students on issues including coursework, curriculum, and career goals.

- Dr. Kimberly Bridges, K-12/General Leadership, bridgeskm@vcu.edu
- Dr. Tomika Ferguson, Higher Education Leadership, tlferguson@vcu.edu

Concerns about a specific course or a specific instructor should be addressed with the instructor first and then taken to the Department Chair if resolution has not been achieved.

- Dr. Whitney Newcomb, Department Chair, wsnewcomb@vcu.edu

DISABILITY RESOURCES AND MEDICAL ISSUES

Students with disabilities or serious medical issues that could impact coursework and progress in the program should contact the Office for Student Accessibility and Educational Opportunity at <https://saeo.vcu.edu/> for advice, guidelines, and support. No accommodations can be made without proper notification and documentation.

FINANCIAL AID AND SCHOLARSHIPS

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

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

Students may also check financial assistance options and resources available with the VCU Graduate School on the VCU Graduate School website on the link below: <https://graduate.vcu.edu/student/financing.html>.

MEDIATION

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

We are all aware of the shortcomings of electronic communication, especially the high probability of misunderstanding of tone and context, so it is heavily advised for issues be addressed in person rather than electronic communication.

TECHNOLOGY

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

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

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

WRITING RESOURCES

VCU has a number of resources available for supporting student writing and research. The staff at the VCU Writing Center is only a phone call or click away. They can assist students with a wide variety of writing issues on an as-needed basis.

- VCU Writing Center, <https://writing.vcu.edu/>

The VCU librarians are also available for individual consultations and can help with any research concerns.

- Dr. Sergio Chabarro, Assistant Professor and Academic Outreach, schapparro@vcu.edu

Purdue OWL is one of the most frequently visited sites our Ed.D. students access for APA format questions: <https://owl.english.purdue.edu/owl/resource/560/01/> . Finally, we encourage students to create their own in-cohort support networks for discussing, editing, and reviewing each other's assignments.



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Appendix A: RFA Response Form

WORKING TITLE



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Client:

Contacts:

Capstone Project Team Members:

Faculty Supervisor:

Purpose of the Study:

Research Questions:



Project Plan

Data Collection Methods Correlated to Research Questions

Actions and/or research questions	Implementation of plan				

Resources

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

Personnel:

Data:

Miscellaneous:



General Timeline

Task Description	Person(s) Responsible	Completion Date

Amendments (optional: as proposed by client and agreed to by all parties)



Agreements

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

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

Name _____ Date

Name _____ Date

Name _____ Date

Name _____ Date

Name _____ Date

Name _____ Date

Original copies to: Kelly Winn in the Graduate School Office

Copies to: Capstone Chair;



Appendix B: Capstone Analysis for IRB Review Form

Ed.D. in Leadership Capstone Analysis for IRB Review

Section 45 CFR 46.102(d) of the HHS Regulations for the Protection of Human Subjects defines **research** as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for the purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes.”

Section 45 CFR 46.102(f) of the HHS Regulations for the protection of Human Subjects defines a **human subject** as “a living individual about whom an investigator conducting research obtains: Data through intervention or interaction with the individual, or Identifiable private information”

According to the Office of Research Subjects Protection at VCU, studies meeting BOTH the definition of research and the definition of human subject, as defined by the Code of Federal Regulations, must submit to VCU’s IRB review process. Studies that DO NOT meet BOTH of these definitions are NOT required to submit to VCU’s IRB review process. * Studies conducted as program reviews typically do not require IRB approval, as they do not meet the definition of research, even if the results are shared.** Regardless of IRB determination, Capstone Chairs will follow standard research protocol (e.g. using pseudonyms to mask identities) if/when findings are presented or published.

Please complete the form below, attesting to whether or not this study meets the above definitions. A copy of this form must accompany the students’ Application for Graduation if it is determined that the study is not subject to the IRB review process.

Title of Capstone:

Name of Principal Investigator/Chair:

Names of Capstone Students:

I CERTIFY THE FOLLOWING:

<input type="checkbox"/> Capstone MEETS CFR definition of research.	OR	<input type="checkbox"/> Capstone DOES NOT MEET CFR definition of research.
---	-----------	---

AND		
<input type="checkbox"/> Capstone MEETS CFR definition of human subject.	OR	<input type="checkbox"/> This capstone DOES NOT MEET the CFR definition of human subject.
THEREFORE,		
<input type="checkbox"/> Capstone MUST BE SUBMITTED to IRB for review.	OR	<input type="checkbox"/> Capstone DOES NOT NEED TO BE SUBMITTED to IRB for review.

Signature of Principal Investigator/Chair

Date

*MEMO FROM LLOYD H. BYRD, MS, DATED SEPTEMBER 14, 2010. CONFIRMED THROUGH PERSONAL COMMUNICATION WITH DONNA GROSS, IRB COORDINATOR, SEPTEMBER 22, 2010; AND IRB WEBSITE: [HTTP://WWW.RESEARCH.VCU.EDU/HUMAN_RESEARCH/ACTIVITIES.HTM](http://www.research.vcu.edu/human_research/activities.htm)
**JOSE ALCAINE, RESEARCH COORDINATOR, SOE, FALL, 2014.

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



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Appendix C: Capstone Committee Agreement Form

Ed.D in Leadership Capstone Committee Agreement Form

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

Student Name:

Topic of Capstone:

Capstone Client:

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

Chair:

Member 1:

Member 2:

To be completed by the Office of Doctoral Studies:

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

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

Program Director:

(signature)

(date)

Original copies to: Kelly Winn in the Graduate School Office

Copies to: Capstone Chair; Student, Ed.D. Coordinator



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Appendix D: Capstone Initial Review by Committee Form

Ed.D in Leadership Program Capstone Initial Review by Committee

DATE:

Title of Capstone:

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

Comments:

Capstone Project Chair

Committee Member

Committee Member

Committee Member

Committee Member

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



Appendix E: Capstone Final Presentation and Report Form

**Ed.D. in Leadership Program
Capstone Final Presentation and Report**

DATE:

Title of Capstone:

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

Revisions include:

Capstone Chair

Committee Member

Committee Member



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Appendix F: Candidacy Form

Admission to Doctoral Degree Candidacy

Student Name :

V (V#):

Address :

Degree: Ed.D. in Leadership

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

Student's signature

Date

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

Major Adviser and Advisory Committee Members (if applicable). Print names.

Committee Chair

Committee member

Committee member

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

- A 3.0 GPA has been maintained on all graduate course work attempted after acceptance into program (for repeated courses, both original and repeat grade must be included in calculation of graduate GPA).
- No more than 6 semester hours or 20 percent of total semester hours attempted (whichever greater) at "C" or below level (C, D, F).
- Graduate course work only (500 level or higher) may be applied to a graduate degree with at least one half of required course work designated exclusively for graduate students (600 level or higher).
- Written and oral comprehensive and/or qualifying examinations (if required) have been passed.
- The thesis or dissertation prospectus (if required for candidacy) or final research project has been approved.
- The major advisor and/or advisory committee members (if applicable) have been identified (**please identify above**).
- Other _____

Approval signatures:

Ed.D. Capstone Coordinator's Signature

Date

Graduate Program Director's Signature

Date

School Dean's Signature

Date

Graduate Dean's Signature

Date



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Appendix G: Sample Capstone Group Covenant

TEAM COVENANT for 2020 CAPSTONE



Working Title of Capstone
Student Names

This document is designed for you to establish/reestablish norms with your team in terms of how you would like to work together. Taking the time to understand what each person brings to the team is an important part of building a great team. Even if you have been working together previously, this exercise can be valuable when teams are changing or when new team members join the team. Knowing what can create challenges for each of us also helps individuals on the team support one another and minimize the creation of unintentional problems.

INDIVIDUAL TEAM MEMBER OVERVIEWS

For each team member, please take 2 -3 minutes to describe your strengths (what you bring to the team, both in terms of functional or specialized knowledge, and in terms of your competencies, such as organizational skills, teamwork skills, writing skills, facilitation skills etc.) Also describe what your hot button(s) are (what gets you upset – this is often related to what team behaviors others do that may upset you, e.g. being late, interrupting others, not pulling your weight etc, how you react when this happens (do you get angry, or withdraw, etc.), and finally, what other team members can do to help you get back to center when your hot buttons are pushed (e.g. give me space, apologize, etc.)

Team Member	Strengths/ (Include Comm Style if you have one)	*Hot Buttons*	Reactions under stress	How you can help me when my hot buttons are pushed

CAPSTONE TEAM MISSION STATEMENT

In one sentence, what do you hope to accomplish as a team?

TEAM CORE VALUES

What can you agree about the most important values you share in building success as a team? Quickly brainstorm and settle in on the top 3 – 5 values with a concrete example of what that would look like for the team when the team is in alignment with these values and when they are out of alignment. Be as specific and behavioral as possible (e.g.- what would you see happening – if Respect is a value, then listening, reiterating, building on one another’s ideas might be examples; interrupting or rolling your eyes might be a counter example;)

Value	Behavioral Example and Counter Example (Please be specific)

TEAM COMMUNICATION NORMS

How do we want to communicate in different situations?

Communication Need	Agreed Mode of Communication	Turn Around Time
General Logistics & Coordination		
Quick Question		
Urgent Matter		
Personal Issue/Concern		
Project Planning		

ACCESSIBILITY AND ON-CALL

NORMAL TURN-AROUND TIME:

.

TEAM MEETINGS:

FACE MEETINGS:



Appendix H: Capstone Checklist

The purpose of this checklist is to guide capstone members on timelines and procedures necessary for the completion of capstone projects. Checklists are provided based on requirements specific to each semester.

Summer Semester EDLP 790 Capstone Plan Development		
Timeframe	Task	Explanation
May	Team Covenant	Agreement about how the team will work. (See example in appendix)
May	Capstone Chair meets with client	Following selection of RFAs by faculty, each chair visits with the client to refine questions and project scope.
May/June	Attend Orientation	Following the spring semester, a student orientation is held as an introduction to the Capstone Process
Late May, Beginning of June	Capstone team introduces themselves to client.	Send an introductory document. Example included.
May-June	Meet with client	Meet with client to gather information, discuss scope of project
July	Complete response to client's RFA	After finalizing general details of the study, the team meets with the client and both parties agree to and sign the Response to the RFA

		form (Appendix A). In addition, determine the client's preference as to the frequency of future meetings to discuss progress. The chair attends all meetings with the client.
July – August In conjunction with the Response to the RFA	Complete analysis for IRB determination	Document whether the Capstone needs IRB review using the Capstone Analysis for IRB form (Appendix B); submit to Kelly Winn in the Graduate Studies Office
July – August	Determine Capstone Committee	Invite members who will be able to guide the work of the team with regard to content and methodological expertise. Forward electronic copy of the Capstone Committee Agreement form (one for each team) found in Appendix C; submit to Kelly Winn in the Graduate Studies Office. Discuss with committee members their role and the degree to which they will be involved in ongoing feedback of student work

Fall Semester EDLP 798 Capstone Plan Implementation		
Time Frame	Task	Explanation
Late August to Early September	The Capstone Proposal Review is a formal presentation which includes approximately 20 minutes of presenting followed by questions. Students and any guests will be asked to leave following the presentation and follow-up questions.	The team provides a copy of the proposed project (background, literature review, project design, and timeline) for completion for review by the committee. Following the meeting, complete and sign the Capstone Initial Review by Committee form (Appendix D) authorizing data collection and deliver to Kelly Winn in

	The committee then discusses the presentation and related documents. The team returns for a discussion of the committee's feedback and decision.	the Graduate Studies Office She will keep a hard copy of the form on file and make copies for the chair, students, and program coordinator.
Day of Proposal Review	Obtain student candidacy forms from Kelly Winn.	Each student signs a Candidacy Form following the proposal review. These forms will be provided to you by the Graduate School Office. Upon completion of the proposal defense and collection of signatures, bring paperwork to Kelly Winn in the Graduate School Office. She will file hard copies and make copies of paperwork for students, chair, etc.
December-January (or as client requests)	Meet with client Complete data collection	At this meeting, students will discuss the progress of the study, preliminary thoughts about the data, and next steps (such as the Capstone completion date).

Spring Semester EDLP 799 Capstone Completion		
Time Frame	Task	Explanation
January-February	Continue completion of project	Every capstone project is different. Some are studies, others are organizational. The tasks you have during this time are project dependent.
March-April	Writing, writing, and writing Creating data displays	There may be a client product and a Capstone Committee product. They might be

	<p>Draft of Capstone Committee final report</p> <p>Draft of Client Product</p>	<p>different; they might be the same. It depends on your capstone topic and plan.</p>
<p>April-May</p> <p>May 1 is last day for final presentations</p> <p>May 8 is last day to submit electronic copies of client deliverables to department</p>	<p>Final presentations to the Client and Capstone Committee</p> <p>Faculty defense is a formal presentation which includes approximately 30 minutes of presentation followed by questions.</p> <p>Students and any guests will be asked to leave following the presentation and follow-up questions while the committee discusses the presentation and related documents. The team returns for a discussion of the committee's decision.</p> <p>Forward electronic copy of final technical report to department Executive Assistant.</p>	<p>The final client product is provided by the capstone team in a meeting with the client.</p> <p>The completed technical document is provided to the faculty committee two weeks in advance of the defense date.</p> <p>Complete the Capstone Final Presentation and Report form (Appendix E); submit to Kelly Winn in the Graduate Studies Office following the presentation. She will keep a hard copy on file and make copies for students, chair, and EdD. Coordinator.</p> <p>Have the team address any needed changes by May 8. The client may have a copy of the technical report following the Capstone Committee's approval and completion of all recommended changes.</p> <p>Following the Capstone Team's final revisions, review the completed document and then submit electronically to EDLP Executive Assistant.</p>

Overview of Meetings with Capstone Team and Chair

During the course of the capstone stages of development, implementation, and presentation, meetings between the chair and capstone team members will occur although the frequency will vary. The table below provides an overview (outlined by semester) of information about the frequency and purpose of meetings.

Timeframe	Explanation
Summer Semester	<p>During the summer, candidates are responsible for defining the purpose and project plan necessary to compete the Response to the RFA for the client’s signature sometime during the summer.</p> <p>Client agreement to the plan occurs in the summer, once the plan is formulated and presented to the client.</p> <p>The candidates will also be using the summer to write the capstone introduction, literature review, and project plan sections in preparation for the proposal defense in late August – September. This will require frequent meetings with your capstone chair to monitor and support the development of the capstone in preparation for the proposal defense in September. Many chairs have found regular electronic communications (phone, text, Skype, Zoom, Facetime) along with periodic face-to-face meetings very helpful. Each chair decides the approach individually with their students based on student needs and faculty availability during the summer.</p>
Fall Semester	<p>Following the capstone proposal defense, the capstone team begins work on the project. There will more than likely be a decrease in the number of meetings with your chair to focus on the processes, but regular contact is expected. For some chairs,</p>

	this is weekly, for others it is as needed. Each chair decides the approach individually with their students.
Spring Semester	The chair will most likely meet routinely with the team to guide data analysis and the writing of findings, conclusions, and recommendations. Similar to the summer semester, many chairs have found regular electronic communications (phone, text, Skype, Zoom, Facetime) along with periodic face-to-face meetings very helpful. Weekly meetings are often necessary leading up to the final defense. Each chair decides the approach individually with their students.

TIPS

Establishing timelines for turning in work and getting feedback from chair

One of the first tasks is to make a timeline, working back from the capstone defense/graduation to the present. Your chair will help you fill in detailed tasks you will need to consider. You might want to use project planning programs like Microsoft Project and Basecamp; plus there are some free ones:

<http://blog.capterra.com/free-open-source-project-management-software/http://blog.capterra.com/free-open-source-project-management-software/>
<http://blog.capterra.com/free-open-source-project-management-software/>

Revisit calendars during meetings (either F2F or virtually) to make sure everyone is on track, reschedule things as necessary, talk about difficulties if someone isn't following through, etc.

Handling team conflict

First decide on your procedures using a team covenant guide. See appendix for an example. If you can't work things out as a group then talk with your chairperson. Your chair will help you reflect upon ways to address it effectively, using resources learned about in classes. Use those strategies and return to chair if they don't

Ways to document contributions to group in order to ensure that work is evenly distributed

- The weekly log, with tasks and hours. Your chair will read the log every week and talk with you about who is doing what.
- When submitting written work, everyone has a different color on the document or use Google docs. Whatever you choose, it needs to be easy for your chair to know who wrote what.
- During meetings, your chair will follow-up and ask who wrote what, and ask that person questions about what is written to check for understanding.
- Develop a team action plan that includes who is responsible for what
- Include a matrix of who is doing what in your proposals

Setting meetings

Set a standing day/time for meeting at the beginning of each new semester

Guidance for Interim Meetings with Clients

I. Interim client meetings

- a. Discussion of Status Meeting in January: The team should bring the client up to date on where you are on your planning timeline.

Client Comments/Questions: Provide time for the client to make comments or ask for clarifying questions related to the timeline or future work, interim meetings. However, it is perfectly fine to refrain from answering certain questions if your chair and your team feel you do not have sufficient data or analysis to do so.

