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OVERVIEW AND FRAMEWORK

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

PROGRAM GOALS

- To foster the emergence of a learning community among the cohort participants founded on team work, 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 the ramifications for leaders of legal and ethical frameworks for decision-making.
- To enhance participants’ leadership communication skills, particularly in the contexts of advocacy for social justice and equity.
- To initiate participants into the VCU research community and scaffold their growing expertise as researchers who can relate their findings to problems of practice.
- To support teams of practitioners as they refine their competence as leaders in the conduct of program evaluations for organizational clients.
- To graduate scholar practitioners who will positively impact their leadership environments.

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

Organizations are rich in data. However, stand-alone data are of limited use. Data that become useful are inter-related 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 disequilibrium.

The Ed.D. aims to foster the emergence of scholar practitioners who manifest the leadership skills that sustain learning organizations—organizations that continually reflect and develop. Participants in the Ed.D. are encouraged to approach problems of practice as opportunities to utilize multiple perspectives, thereby inclining the learning organizations in which they lead towards change and the facilitation of ethical, equitable, and accountable 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, with extensive use of case-study approach
- Learning-community/cohort base
- Problem-oriented pedagogy and curriculum
- VCU full-time faculty and area practitioner collaboration
- Applied research as a culminating assignment
- Varied formats: Online, face-to-face, hybrid, weekends, monthly weekday blocks of time, summer full day institutes, and residencies for fully online programs.

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.

**Program Components**

**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, logic, legal, and economic reasoning skills. They also need to be able to merge these skills around the core elements of their organizations.

A research literate leader is able to:

- read the research of others and judge the value of this research for practice;
- organize data to describe what the data say;
- use data spreadsheets such as Excel to sort, compare, and display data;
- understand a variety of types of data including economic, interview, survey, and test data;
- engage public communication and public opinion by gathering information through face-to-face interviews, observations, focus groups, paper and pencil and web surveys;
- understand the principles behind testing, different types of tests and the limitations of information provided by tests;
- identify purposes and evaluate the effectiveness of programs; and
- examine the cost effectiveness of decisions.

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

**Managing dynamic organizations**
- Articulate a vision
- Implement change
- Understand the implications of culture
- Understand the culture of the organization

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

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

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

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 as they set goals and strive to achieve them.

Faculty members assess student progress and provide formative and summative feedback throughout the program. In addition to evaluating assignments related to specific curricular activities, at the end of each term faculty members assess each student’s progress using a rubric. Faculty determination of unsatisfactory progress may result in the student’s dismissal from the program.

The table below summarizes the student outcomes evaluated in each of four assessments throughout the program:

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

At the end of the first year of study, students use technology to develop evidence of how they have incorporated what they have learned into their daily work. These “digital stories” address a specific theme. Students present their product to faculty teams and address questions posed by faculty. Faculty review student work and provide feedback. Faculty determination of unsatisfactory completion of Formative Assessment I may result in the student’s dismissal from the program.

Formative Assessment II (Currently under review and revision)

At the end of their second year of study, students reflect on research skills used to study a problem of practice and how their understanding of research readies them for the Capstone Study. Students present their information to faculty teams and address questions posed by faculty. Faculty review student work and provide feedback. Faculty determination of unsatisfactory completion of Formative Assessment II may result in the student’s dismissal from the program or a determination that the student cannot continue in the program.

CANDIDACY

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

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

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

THE CAPSTONE

The Ed.D. program culminates in a Capstone in which teams (2-4 students per team) collaborate to conduct a study for organizations that have an educational component. In general, organizations develop programs to address problems of practice in their fields. Except in the case of funded programs, the evaluation aspect, while acknowledged by program administrators as crucial in providing evidence of effectiveness and facilitating the refinement of the program, tends to be overlooked in the daily focus on the myriad of details involved in making the program work.

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

Capstone teams of to four students are lead by a faculty member, the Capstone Chair. They are assisted by at least two other faculty who make up the Capstone Committee.
As stipulated 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. Participants will discuss with their Chair the need to submit an IRB proposal for their capstone work.

The capstone is modeled on a typical consultancy undertaking where:

- Clients prepare and present a request for assistance (RFA) for program evaluation. This RFA includes:
  - The name of the client, and a brief history of the program
  - The context of the organization;
  - The problem of practice which the client wishes to be studied;
  - The data that are already collected that will be made available, and the client’s suggestion for further data collection;
  - Resources that the client can make available; and
  - The client’s expectations for deliverables.

- Ed.D. students indicate the top two or three RFAs on which they would prefer to work. Faculty use this information to assign teams of students to RFAs. A member of the Ed.D. faculty is designated to chair each team.

- Each team presents a Response to the RFA to the client outlining the purpose, research questions, methods of study and data analysis, and timeline. The team, client and Chair agree to the specifics of the study.

- Each team develops an introduction/background, literature review, and methods of study and data analysis. This document is presented to the Capstone Committee for their review and feedback. Teams must obtain permission from the committee to begin the study.

- The Ed.D. program capstone participants discuss their progress and interim findings with the client at least twice throughout the study, and are expected to maintain contact regularly with their client throughout. Unless further deliverables are decided at the outset, each group will formally present both an executive summary and a full report to the client at the end of the study. Each will include, at varying levels of specificity, the background of the study, a review of literature relating to the problem of practice, a description of the program evaluation that was conducted (including the methods used to gather data), the data analysis, the conclusions reached and subsequent recommendations.

- The Chair attends initial meetings with the client, the progress and interim findings meetings, and the final presentation to the client, with a view to evaluating the performance of the group and gathering client feedback.

- In addition to the products and deliverables requested by the client, the Capstone team develops a full technical report for approval by the Capstone Committee. This includes the first three sections mentioned in the third bullet above, and is made complete by the sections on data analysis and conclusions/recommendations, the references, and any needed appendices.

- In addition to the final presentation to the client, the team presents the full technical report to the Capstone Committee for approval, thus paving the way for program completion and graduation. While the Capstone is a team effort, determination of successful completion of the study requirements is made by the committee for each individual student.

Throughout the entire process, the student teams submit to their Chairs, upon request, documentation of individual work, reflections and feedback related to team effort in completing the study. These are submitted in accord with the procedures set by the Chair, and are considered part of the Capstone experience.
**Program Sequence**

The Ed.D in Leadership is a 48-credit hour, three-year professional practice doctorate. Learning communities meet in a variety of settings during the three-year program, including on the VCU campus as well as in regional school and professional settings. Both face-to-face and online formats are incorporated. Learning experiences happen in a range of time blocks: summer intensive institutes; weekend sessions; afternoon weekday blocks; online learning. The following tables display the three-year sequence for students from all tracks beginning the program in summer.

### General Leadership Track

**Face-to-Face**

* Sequence and content may change as faculty engage in periodic review. However, course days/times remain consistent within each cohort during years 1 & 2

<table>
<thead>
<tr>
<th>Year One Foci</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Theory &amp; Application</strong></td>
<td><strong>Learning Theory &amp; Application</strong></td>
<td><strong>Ethical Decision Making</strong></td>
<td></td>
</tr>
<tr>
<td>EDLP 700: Effective Learning Networks (3 cr)</td>
<td>EDLP 702 Understanding Self as Leader: Theory and Data Analysis (2 cr)</td>
<td>EDLP 703 Understanding Self as Leader: Practical Applications (1 cr)</td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>Themes: Learning and metacognitive processes; Leadership theory; Team-building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLP 708 – Leadership Presence (3 cr)</td>
<td>EDLP 709– Equity &amp; Leadership (3 cr)</td>
<td>Themes: Leadership; Organizational Context; Communications; Public Relations; Crisis Management; Historical, Political, &amp; Socio-cultural Contexts; Equity &amp; Social Justice Theory</td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>6 hours</td>
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<table>
<thead>
<tr>
<th>Year Two Foci</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Writing/Communications</strong></td>
<td><strong>Research Methods &amp; Application</strong></td>
<td><strong>Change Theory &amp; Application</strong></td>
<td></td>
</tr>
<tr>
<td>EDLP 715 Principles for Professional Writing I (3 cr)</td>
<td>EDLP 716: Principles for Professional Writing II (3 cr)</td>
<td>EDLP 717 CURRENTLY UNDER REVIEW &amp; REVISION. UPDATES WILL BE PROVIDED AS NEEDED.</td>
<td></td>
</tr>
<tr>
<td>6-hours</td>
<td>Themes: Communicating in a range of modalities and genres for a variety of audiences; integrate 717 content—communicating with data; connect leadership theory and other content with developmental writing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLP 711: Evidence-informed Perspectives on Practice I (3 cr)</td>
<td>EDLP 712: Planning for Sustainable Change I (3 cr)</td>
<td>EDLP 713: Evidence-informed Perspectives on Practice II (3 cr)</td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>Themes: Research design &amp; methods; Applied research, Program Evaluation; Selection of and immersion in local problem of practice; Change theory related to historical, political, socio-cultural contexts of organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>6 hours</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three Foci</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of Coursework</strong></td>
<td><strong>Completing the Capstone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLP 717: Communicating Research Findings (3 cr)</td>
<td>EDLP 798: Capstone Implementation (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLP 790 Capstone Development (3 cr)</td>
<td>EDLP 799: Capstone Completion (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
<td></td>
<td></td>
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</tbody>
</table>
### Higher Ed/Special Ed Leadership

#### Online Format with Periodic Residencies

*Sequence and content may change as faculty engage in periodic review. However, course days/times remain consistent within each cohort during years 1 & 2*

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One Foci</strong></td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>EDLP 700: Effective Learning Networks (3 cr)</td>
<td>EDLP 708 Leadership Presence (3 cr)</td>
<td>EDLP 704 Frameworks for Decision-making: Legal Perspectives (3 cr)</td>
</tr>
<tr>
<td></td>
<td>EDLP 702 Understanding Self as Leader: Theory and Data Analysis (2 cr)</td>
<td>1 section for HE track</td>
<td>1 section for HE track</td>
</tr>
<tr>
<td></td>
<td>EDLP 703 Understanding Self as Leader: Practical Applications (1 cr)</td>
<td>1 section for SPED track</td>
<td>1 section for SPED track</td>
</tr>
<tr>
<td></td>
<td>Themes: Learning and metacognitive processes; Leadership theory; Team-building</td>
<td>Themes: Leadership; Organizational Context; Communications; Public Relations; Crisis Management; Historical, Political, &amp; Socio-cultural Contexts; Equity &amp; Social Justice Theory</td>
<td>Themes: The study of theory and policy as they pertain to decision making in organizational contexts</td>
</tr>
<tr>
<td></td>
<td>Residency=Saturday sessions</td>
<td></td>
<td>Residency=1 weekend in January</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Two Foci</strong></td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>EDLP 715-716 CURRENTLY UNDER REVIEW &amp; REVISION. UPDATES WILL BE PROVIDED AS NEEDED.</td>
<td>EDLP 711 Evidence-informed Perspectives on Practice I (3 cr)</td>
<td>EDLP 713 Evidence-informed Perspectives on Practice II (3 cr)</td>
</tr>
<tr>
<td></td>
<td>EDLP 715 Principles for Professional Writing I (3 cr)</td>
<td>EDLP 712: Planning for Sustainable Change I (3 cr)</td>
<td>EDLP 714: Planning for Sustainable Change II (3 cr)</td>
</tr>
<tr>
<td></td>
<td>EDLP 716: Principles for Professional Writing II (3 cr)</td>
<td>1 section for HE track</td>
<td>1 section for HE track</td>
</tr>
<tr>
<td></td>
<td>Themes: Communicating in a range of modalities and genres for a variety of audiences; integrate 717 content-communicating with data; connect leadership theory and other content with developmental writing activities</td>
<td>1 section for SPED track</td>
<td>1 section for SPED track</td>
</tr>
<tr>
<td></td>
<td>Residency=Mon-Thurs one week in July</td>
<td>Themes: Research design &amp; methods; Applied research, Program Evaluation; Selection of and immersion in local problem of practice; Change theory related to historical, political, socio-cultural contexts of organizations</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three Foci</strong></td>
<td>6 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>EDLP 717 CURRENTLY UNDER REVIEW &amp; REVISION. SPECIFIC COMPONENTS TO BE INTEGRATED ACROSS THE PROGRAM. UPDATES WILL BE PROVIDED AS NEEDED.</td>
<td>EDLP 798 Capstone Implementation (3 cr)</td>
<td>EDLP 799 Capstone Completion (3 cr)</td>
</tr>
<tr>
<td></td>
<td>EDLP 717: Communicating Research Findings (3 cr)</td>
<td>Residency= Faculty Defense</td>
<td>Residency= Faculty Defense</td>
</tr>
<tr>
<td></td>
<td>EDLP 790 Capstone Development (3 cr)</td>
<td>Final Presentation to Client (TBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residency= Mon-Thurs one week in July</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
YEARYY 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; team-building, participation skills; learning preferences; preferences for processing information and for decision-making. Application of theory and inventory results to practical situations.

EDLP 702 Understanding Self as Leader: Theory and Data Analysis (2 credits)
Presentation of leadership and organizational theory. Study of statistical analyses appropriate for data sets provided in learning inventories and case studies. Critical analyses of research in the field related to leadership styles, personal inventories and organizations/communities as systems.

EDLP 703 Understanding Self as Leader: Practical Applications (1 credit)
Applications of theory, research and case study analysis findings to organization/community settings. Seminar discussions of applications to equity, accountability and learning issues.

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 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 and student psychosocial development.

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

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

FORMATIVE ASSESSMENT I TAKES PLACE AT THE END OF SPRING SEMESTER (CURRENTLY UNDER REVIEW & REVISION. UPDATES WILL BE PROVIDED AS NEEDED)
YEAR TWO FOCI: BUILDING LEADERSHIP CAPACITY TO ADDRESS PROBLEMS OF PRACTICE

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

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

EDLP 716: Principles for Professional Writing II (3 credits)
Study of scholarly writing styles suitable for communicating with various audiences, including a focus on scholarly writing styles suitable for publishing and development of presentation papers. Conveying persuasive conclusions and recommendations based upon results of research. (CURRENTLY UNDER REVIEW & REVISION. UPDATES WILL BE PROVIDED AS NEEDED)

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. This course culminates in the production of an Interim Report which is delivered to the “client,” and which sets the stage for EDLP 713: Evidence-informed Perspectives on Practice II.

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

EDLP 713: Evidence-informed Perspectives on Practice II (3 credits)
This course builds on the foundation laid in Practical Educational Program Evaluation I. Students are mentored as they proceed throughout the semester to develop and enhance their earlier Interim Report. Students establish a literature foundation for the ongoing evaluation of the program they chose to evaluate, and gather further data by means of interviews, focus groups, document review and the analysis of relevant data. The summative product of this course is an Executive Summary, and a Full Report, supported by a binder of relevant data. These products are delivered to both the "client" and the school division superintendent.

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

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

- Application of Coursework to Address a Problem of Practice
- Development, Implementation, and Completion of the Capstone

EDLP 717: Communicating Research Findings (3 credits)
Study of data analysis methods relevant to capstone project. Styles and methods of writing related to conveying results of data analyses, including development of graphs, tables, charts and figures, and presentation materials. (CURRENTLY UNDER REVIEW & REVISION. SPECIFIC COMPONENTS TO BE INTEGRATED ACROSS THE PROGRAM. UPDATES WILL BE PROVIDED AS NEEDED.)

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

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

EDLP 799 Capstone Completion (1-3 credits)
Client-based project. Continuation of capstone implementation. Focus on developing conclusions and recommendations based upon data analyses. Presentation of capstone project to capstone committee and client.
APPENDICES

APPENDIX A: RFA RESPONSE FORM

WORKING TITLE
Client:

Contacts:

Capstone Project Team Members:

Faculty Supervisor:

Purpose of the Study:

Research Questions:

Data Collection Methods Correlated to Research Questions

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<tr>
<th>RESEARCH QUESTIONS</th>
<th>METHODS OF DATA COLLECTION</th>
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<td>(e.g. Interview)</td>
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Resources
In order to successfully complete this analysis, the team will need access to the following data and personnel:

Personnel:

Data:

Miscellaneous:

General Timeline

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<th>Task Description</th>
<th>Person(s) Responsible</th>
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Amendments (optional: as proposed by client and agreed to by all parties)
Agreements

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

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

________________________________________  Date

________________________________________  Date

________________________________________  Date

________________________________________  Date

________________________________________  Date

________________________________________  Date

Original copies to: Kelly Winn in the Graduate School Office
Copies to: Capstone Chair; Student, Kat Mansfield, Ed.D. Coordinator
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. File a copy with EDLP Executive Assistant to be scanned and stored electronically. 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:

| This capstone MEETS the CFR definition of research. | OR | This capstone DOES NOT MEET the CFR definition of research. |
| ANY | This capstone MEETS the CFR definition of human subject. | OR | This capstone DOES NOT MEET the CFR definition of human subject. |
| THEREFORE, | This capstone MUST BE SUBMITTED to IRB for review. | OR | This 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

**JOSE ALCAINE, RESEARCH COORDINATOR, SOE, FALL, 2014.

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

__________________________________________________________
Committee Member  Committee Member

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

<table>
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<tr>
<th>Student’s signature</th>
<th>Date</th>
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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](http://www.research.vcu.edu/irb/index.htm) and [www.vcu.edu/research/iacuc/index2.htm](http://www.vcu.edu/research/iacuc/index2.htm).) University Graduate Council and Graduate School continuous enrollment policy requires that any student engaged in any form of study at VCU that involves use of university facilities, laboratories/studios and/or libraries, or who is supervised by or consults regularly with a faculty member concerning graduate work on a project, work of art, thesis or dissertation must register formally for a course while engaged in these activities, including the semester in which the student graduates. Graduate students approved for candidacy must register for at least one graduate credit hour at VCU each fall and spring semester until the degree is awarded (including the semester of graduation). Students should consult with their program directors regarding additional enrollment requirements. Graduate students with approved leaves of absence are exempted from continuous enrollment requirements for the LOA period. **Note: While an LOA temporarily suspends continuous enrollment requirements, it does not extend the time limit for degree completion.**

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

Committee Chair

Committee member

Committee member

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

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

Approval signatures:

<table>
<thead>
<tr>
<th>Signature</th>
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<tr>
<td>Ed.D. Capstone Coordinator's Signature</td>
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<tr>
<td>Graduate Program Director's Signature</td>
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<tr>
<td>School Dean's Signature</td>
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<td>Graduate Dean's Signature</td>
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APPENDIX G: SAMPLE CAPSTONE GROUP COVENANT

TEAM COVENANT for 2018 CAPSTONE

Working Title of Capstone
Student Names

What we bring to the table:

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

Things to know about each other:

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

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

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

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

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

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

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

Signed, Saturday, June 3, 2017: