

Ph.D. in Education

Curriculum Culture and Change

Student/Faculty Handbook

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TABLE OF CONTENTS

WELCOME AND PHILOSOPHY.....	3
CCC PROGRAM PHILOSOPHY.....	3
ADMISSION TO THE CCC CONCENTRATION.....	4
STUDENT LEARNING OUTCOMES.....	4
ADVISOR.....	5
REQUEST TO CHANGE ADVISOR.....	5
ADVISOR AS CHAIR.....	5
COURSES AND CREDITS.....	6
PREREQUISITES.....	6
CCC CORE REQUIRED COURSES.....	6
REQUIRED RESEARCH COURSEWORK.....	6
ELECTIVES.....	6
DEVELOPING A PROGRAM OF STUDY.....	7
Co-CURRICULAR ACTIVITIES.....	7
FIRST YEAR REVIEW.....	7
QUALIFYING ASSESSMENT.....	7
STRUCTURE OF THE QUALIFYING ASSESSMENT.....	8
PROCESS OF THE QUALIFYING ASSESSMENT.....	9
COMPREHENSIVE EXAMINATION.....	9
DISSERTATION.....	10
APPENDIX A: PROPOSED PLAN OF STUDY FOR CCC PhD CONCENTRATION.....	10
ODD-YEAR ENTRY PART-TIME STUDY *.....	11
ODD-YEAR ENTRY FULL-TIME STUDY *.....	11
EVEN-YEAR ENTRY PART-TIME STUDY *.....	12
FULL-TIME STUDY EVEN-YEAR ENTRY*.....	13
APPENDIX B: CCC STUDENT PRELIMINARY PLANNING FORM.....	15
APPENDIX C: FIRST YEAR GRADUATE STUDENT PROGRESS REPORT.....	17
Appendix D: Curriculum, Culture, and Change Doctoral Concentration Comprehensive Examination Scholarly Systematic Literature Review Rubric.....	18

WELCOME AND PHILOSOPHY

Welcome to the Curriculum Culture and Change (CCC) concentration of the Ph.D. in Education program. This handbook is designed to serve not only as a guide for doctoral students and advisors, but also as a policy manual. With these dual functions, it is important that students, instructors, and faculty advisors alike become familiar with its contents.

Aspects of the doctoral program that are unique to the CCC concentration are highlighted in this document.

The CCC faculty periodically change and update information and requirements as appropriate. Students are also expected to be familiar with the SOE Ph.D. in Education Student/Faculty Handbook for general policies found on our handbooks page of our website: <https://soe.vcu.edu/current-students/student-handbooks/> Refer to the [VCU Bulletin](#) for additional information about the program.

The School of Education doctoral program Canvas site is an excellent resource for current students. It contains forms required throughout the program. Students are strongly encouraged to visit this site regularly. It is the responsibility of all doctoral students to keep abreast of program requirements and changes in the program.

Inasmuch as graduate students are ultimately responsible for meeting all requirements associated with the pursuit of their degree, they are expected to initiate most procedures as they work with their advisors throughout their tenure in the doctoral program.

In addition to this handbook, students should become familiar with the [VCU Graduate School website](#). It articulates University policies and information related to graduate study.

CCC Program Philosophy

The curriculum, culture and change concentration of our Ph.D. in education offers doctoral students rigorous perspectives on curriculum, advocacy and social justice, while maintaining a commitment to instruction and learning. Graduates leave the program ready to be change agents for curriculum and instruction leadership positions within and beyond school systems, as well as scholars with a wide range of curricular interests — philosophical and sociocultural foundations of education, urban education, linguistically diverse groups, critical and culturally relevant pedagogy, anti-oppressive education, critical youth studies etc.

In addition to a deep grounding in theoretical, practical and methodological approaches to curriculum and instruction, the concentration prepares instructional leaders to advocate for change across a wide range of institutions, systems and contexts. We welcome students with interests in serving students across the life span (early childhood through adulthood) in formal and informal contexts and discipline-specific inquiry in fields including but not limited to STEM, technology, history, and literacy.

Admission to the CCC Concentration

Requirements for admission to the Ph.D. concentration in CCC include:

1. General admission requirements of the VCU Graduate School
2. Master's degree in teaching, curriculum, education, or related discipline
3. A minimum of three references and letters of recommendation from individuals in a position to evaluate an applicant's graduate study potential. Applicants should consider the inclusion of references who can address their academic ability and research capability.
4. A written statement of professional goals including:
 - a. Professional/career goals and specialized academic interest areas.
 - b. Skills and/or characteristics that will facilitate pursuit of the goals cited (e.g., research experience, statistical knowledge, etc.)
 - c. Identified CCC faculty whose work aligns with your interest areas.
5. Transcripts of all previous college work
6. Curriculum vitae
7. Academic writing sample
8. Participation in a personal interview (in-person or virtual) with CCC faculty.

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

 1. How did you become interested in education?
 2. Why are you interested in pursuing a PhD?
 3. What is it about VCU that attracted you?
 4. What does the term Curriculum, Culture and Change mean to you?
 5. The CCC program is unique and highly interdisciplinary. It places strong emphasis on the social, political, cultural and psychological *contexts* of teaching and learning as well as curriculum and instruction itself. How does this structure fit with your professional goals upon completion of this degree?
 6. What are your research interests and how do they fit with ongoing faculty research in the CCC program?
 7. In what setting would you be most inclined to work following the completion of your degree? What factors, events, or experiences have led to this selection?
 8. Please share about a time when you disagreed with a colleague or fellow student and what you learned from that experience.

Student Learning Outcomes

Content Knowledge - Students will demonstrate an appropriate level of knowledge and critical consciousness of theories of curriculum and instruction, advocacy, and social justice, and demonstrate in-depth understanding of one or more substantive theories related to research. Students will be able to appropriately link theoretical frameworks to the design, conduct and interpretation of educational research and demonstrate familiarity with the research literature and the ability to evaluate and critique publications appropriate to an independent educational researcher.

Knowledge of Foundations of Educational Research and Design - Demonstrate an appropriate level of knowledge of theoretical and social issues of scholarly inquiry, policy and ethics of educational research and will demonstrate an appropriate level of knowledge and skills essential to designing, conducting and interpreting qualitative and quantitative design research.

Application of Leadership, Research, and/or Professional Skills - Engage in and practice leadership, research and/or professional skills in a professional placement in a school, agency or corporate setting (e.g., school, agency, corporation).

Research Design and Implementation - Design and conduct original educational research, including developing novel educational research questions, demonstrating proficiency in selecting the most appropriate study designs, demonstrating proficiency in data collection, analysis and synthesis within the identified theoretical/conceptual framework of study.

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

Advisor

Faculty in the CCC program aim to establish strong and supportive advising relationships with students. Over the course of the program students will work with an advisor to make course taking decisions, develop a program of study, assess progress, identify appropriate placements for the externship, choose co-curricular activities to help prepare for career goals, and possibly collaborate on research. It is expected that students will initiate meetings at least once per semester with their advisor. The student-faculty relationship is a mutually chosen partnership. Students should feel free to change advisors. Students are encouraged to gain additional research experience with other faculty members as well.

Request to Change Advisor

The student may maintain the original advisor for the duration of the program or may change his or her advisor through mutual agreement with and consent of his or her current advisor, the requested advisor, and the concentration coordinator. If a student requests an advisor outside of his or her concentration, the coordinator for the chosen advisor must also review the request and agree to the change.

Advisor as Chair

The advisor may become the chair of the student's dissertation research committee or the student and the advisor may, upon mutual agreement, opt to invite another faculty member to chair.

Courses and Credits

A minimum of 60 credits will be required to earn the Ph.D. in Education from the Curriculum, Culture and Change track. These courses include program requirements as well as track requirements and electives chosen within the School of Education or throughout the university. In addition to the 60 credit hours, students are required to engage in co-curricular activities with one or more faculty mentors to increase skills and gain experience related to their long range career goals and scholarly interests.

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

Prerequisites

EDUS 660 Research Methods in Education

STAT 508 Introduction to Social Statistics

Required Foundations Coursework (6 credits):

EDUS Foundations of Educational Research and Doctoral Scholarship I

EDUS Foundations of Educational Research and Doctoral Scholarship II

CCC Core Required Courses

TEDU 617: Tensions in Educational Theory

TEDU 730: Teacher Education and Professional Development

TEDU 731: Exploring Research in Classrooms

TEDU 732: Advanced Seminar in Curriculum Studies

EDUS 706: Educational Theory and Praxis in Historical and contemporary Contexts

EDUS 707: Sociocultural Perspectives on Schooling, Society, and Change

Required Research Coursework

EDUS 608 Educational Statistics

EDUS 710 Quantitative Research Design

EDUS 711 Qualitative Methods and Analysis Collaborative research (3 credits):

EDUC 697 Collaborative Scholarship OR EDUC 797 Directed Research Research Elective (3 credits)

Research Elective (3 credits)

Electives

Students must take a minimum of 3 additional electives (9 credits) throughout their program. It is recommended that at least one of these be taken outside the School of Education.

Dissertation (9 hours; 3 of which can be EDUS 890 Dissertation Seminar). See Ph.D. in Education Handbook for more information.

Externship (3 hours)

The externship is an intense, semester-long experience designed to enhance the student's program, career goals, and professional development. The externship site is outside the setting in which the student is currently employed and ideally in a different, but related career area in which the student has had no or limited prior work experience. For example, students have found placements with state agencies (VA Department of Education, State Council for Higher

Education), within public K-12 school divisions, with local non-profit organizations, with professional organizations (VEA) and with VCU-affiliated centers (MERC, Child Development Center, Virginia Adult Literacy Resource Center, Center for Teacher Leadership/Richmond Teacher Residency). The student's advisor will give the student a grade based on the portfolio turned in and the recommendation of the externship supervisor. See the Ph.D. in Education Handbook for the supervisor evaluation and externship form.

Developing a Program of Study

All Ph.D. students need to complete the required Program of Studies Form provided by the School of Education Doctoral Studies office. (See Appendix B)

One of the most important functions of the student's advisor is the development of a detailed program of study. The purpose of this document is to help plan and guide the student's doctoral program. The preliminary form should be completed during the first semester, and a tentative, final form should be completed after the qualifying exam.

Students should also monitor DegreeWorks to ensure courses are being allocated in the correct categories.

*Note that DegreeWorks displays the first elective you take (regardless of the topic) as a research elective, even if it is not a research course. You will need to work with your advisor to ensure one of your courses qualifies as a research elective.

The student, advisor, and concentration coordinator must approve programs of study. Major changes in the program of study must be approved in the same manner. The student's advisor may approve minor changes (e.g., changes in a co-curricular activity).

Co-Curricular Activities

The purpose of all co-curricular activities is to provide professional experience expected of Ph.D. students. Co-curricular activities may include participation in research, teaching, and grant preparation. Potential co-curricular activities could include:

- present/co-present at a regional or national conference
- co-author a paper, either a published peer-reviewed article with a faculty member or technical report, depending on the students' career interest.
- serve as a TA for a course or teach a course (especially if interested in academia)
- participate on a faculty-lead/SOE Center research team

Students should complete the co-curricular form located in the PhD handbook.

First Year Review

In May of students' first year, they are responsible for submitting a completed First Year Graduate Student Progress Report (Appendix C) to their advisor and the concentration coordinator. Students should also schedule a meeting with their advisor to review the Progress Report. CCC faculty review and discuss student progress as part of annual assessment reporting.

Qualifying Assessment

Students must successfully complete the Qualifying Assessment portfolio after earning 18 credits in the program. Students are responsible for contacting their advisor to coordinate completing the Qualifying Assessment.

The purpose of the Qualifying Assessment is to:

1. ensure that students have the appropriate foundational knowledge and skills necessary to progress through their doctoral program
2. to identify students who need further review and determine appropriate remediation.
3. allow early identification of students who may not be sufficiently competent to continue in the program

An additional goal for the CCC qualifying assessment is to provide an early opportunity for the student to discuss with their advisor their professional goals and supports that would be helpful in achieving those goals.

Structure of the Qualifying Assessment

The Qualifying Assessment is a combination of evidence of student performance in three areas of research: foundations, quantitative methods, and qualitative methods. The evidence consists of:

- Grades in foundations core courses (EDUS 608, 702, 703, 710, and 711) and any CCC concentration courses taken thus far (TEDU 617, 730, 731, 732 and EDUS 706 & 707)
 - We expect a minimum of a B in EDUS 608, 710 and 711. If the student earned a B they must write a brief letter explaining why, as well as their specific areas of weakness and a plan for remediation.
- Reflection on one selected paper from key courses. The purpose of this is for advisors to have a sense of where they can best support the students.
 - Students have a choice between annotating the paper or a writing a 2-4 page reflection on the paper based on the following question:
 - Based on what you have learned in your doctoral program thus far, what changes would you now make to this paper? Why?
- Personal statement that demonstrates the student has reviewed and reflected on their first 18 credits in the program. The statement should be *no more* than 4 double-spaced pages using APA style and should address the following:
 1. Identify the primary areas of growth you have experienced during the first year (18- 21 credits) and the factors that have contributed to your development.
 2. Develop 3-5 goals for the next phase of the program. These goals can focus on activities connected to career planning, acquisition of content knowledge and skills, and research and/or teaching experiences.
 3. Craft a preliminary research statement (1 page), that describes your emerging areas of interest and potential topics for continued exploration. Explain why these topics are of interest to you; why you think they are important to fields of curriculum, social foundations, and/or teacher education; and develop 3-5

questions to guide your further study in these areas.

- Updated CV

Process of the Qualifying Assessment

After the student has completed 18 credits, the student will submit to their advisor the qualifying assessment portfolio outlined above and set up a Post Qualifying Assessment Advising Meeting with their advisor and another faculty member as appropriate. The advisor will also consult the course instructor rubric ratings of major competences from required foundations and research methods courses.

At the end of the meeting, the advisor either: 1) approves the student moving forward in the program; 2) recommends remediation in one or more areas; or 3) recommends dismissal from the program. The student and advisor fill out the Post Qualifying Assessment Advising Meeting Summary Form (Appendix K in PhD Handbook).

Students may not register for the externship until they have passed the qualifying assessment.

Comprehensive Examination

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

The decision concerning when to take the comprehensive examination should be made in consultation with the student's advisor. It is strongly advised that the comprehensive exam be scheduled for the semester before EDUS 890. A student who wishes to take the examination must notify his or her advisor the semester prior to the semester in which he/she plans to take the examination. Ordinarily, comprehensive exams are not scheduled for summer semesters, thus planning for the comps should be done early, through the preliminary program plan.

Students must be registered for a university course the semester in which the exam will be taken. If the student has no other program course for which to register, he or she should register for TEDU 641 Independent Study.)

- Semester to schedule comprehensives.** Students are eligible to take after completion of all course work *except* EDUS 890, or in the last semester of course work if only taking one other course.

- b. **Format of comprehensive exam.** The comprehensive exam consists of writing and presenting a literature review on a topic related to the students' research interests. The literature review (see Boote and Beile, 2005) is a take home project that is wider in scope than that of the dissertation itself. The scope of the literature review is negotiated with the student's advisor and review panel (see below) and is focused on the student's research interests leading toward their dissertation. (For those students who have taken an independent study, the literature review provides an opportunity to build on that scholarship.) The literature review will be limited to 25 pages (double spaced; not counting references).
- c. **Getting Started.** Students should meet with their advisors to select a review panel and go over the steps of the process. Students should identify an area of study that anticipates, as much as possible, the research focus of their dissertation. Students will identify and gain the agreement of three faculty members willing to serve on the review panel. Collectively, the panel members should represent expertise in scholarship related to the area of study. The student's advisor should be one of the three reviewers and serve as chair of the review, unless arrangements are made for another faculty to serve in this capacity. Ideally, the student should identify the dissertation chair and this person should also be a member of the panel. After students identify the review panel, they should interview the individual professors to identify potential sources, critical issues, key theorists, etc. that might inform the review.
- d. **Written review.** The student will first submit the literature review to the panel chair for feedback before submitting to the entire panel. When the panel chair deems that the literature review is at an acceptable level of completeness for the purposes of the comprehensive exam, the student will submit it to the review panel members, who will provide formative feedback based on the rubric in Appendix D.
- e. **Oral Presentation.** When the advisor/chair determines that the written review is satisfactory, the student will schedule the oral presentation. This consists of a presentation of the literature to the panel of three faculty members (see above), who are expected to provide critical feedback regardless of whether a passing grade to the oral presentation is assigned. Revisions are often requested at this time and are an opportunity to strengthen the work that will serve as the foundation for your dissertation.
- f. **Required Paperwork.** After passing the comprehensive exam, the advisor will complete the required paperwork and submit it to the Office of Graduate Studies (Comprehensive Exam Report Form available in SOE Ph.D. Handbook).

DISSERTATION

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

APPENDIX A: Proposed Plan of Study for CCC PhD concentration

Odd-Year Entry Part-Time Study *

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUS 702 EDUS 608 <i>TOTAL: 6 credits</i>	EDUS 710 EDUS 711 <i>TOTAL: 6 credits</i>	EDUS 703 elective <i>TOTAL: 6 credits</i>
Year 2	TEDU 617 EDUS 706 <i>TOTAL: 6 credits</i>	TEDU 732 EDUS 707 <i>TOTAL: 6 credits</i>	EDUC 697 elective <i>TOTAL: 6 credits</i>
Year 3	TEDU 730 elective <i>TOTAL: 6 credits</i>	TEDU 731 elective <i>TOTAL: 6 credits</i>	EDUC 700 (Externship) Concept Paper & Begin Comprehensive Exam <i>TOTAL: 3 credits</i>
Year 4	EDUS 890 <i>TOTAL: 3 credits</i>	EDUC 899 (3) <i>TOTAL: 3 credits</i>	EDUC 899 (3) <i>TOTAL: 3 credits</i>
Year 5	Additional dissertation credits if needed - EDUS 899 (1-3 credits)		

* Courses in **bold** are only offered every other year, and should be prioritized.

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

Odd-Year Entry Full-Time Study *

	Fall Semester	Spring Semester	Summer Semester
Year 1	TEDU 730 EDUS 608 EDUS 702 <i>TOTAL: 9 credits</i>	TEDU 731 EDUC 697 EDUS 710 <i>TOTAL: 9 credits</i>	EDUS 703 <i>TOTAL: 3 credits</i>
Year 2	EDUS 706 TEDU 617 elective <i>TOTAL: 9 credits</i>	EDUS 707 TEDU 732 EDUS 711 <i>TOTAL: 9 credits</i>	EDUC 700 Externship <i>Total: 3 credits</i>
Year 3	Elective Elective Elective Concept Paper & Begin Comprehensive Exam <i>TOTAL: 9 credits</i>	EDUS 890 EDUS 899 <i>TOTAL: 6 credits</i>	EDUS 899: Dissertation credits <i>Total: 3 – 9 credits</i>
Year 4	Additional dissertation credits if needed - EDUS 899 (1 – 3 credits)		

* Courses in **bold** are only offered every other year, and should be prioritized.

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

Even-Year Entry Part-Time Study *

	Fall Semester	Spring Semester	Summer Semester
Year 1	TEDU 617 EDUS 608 <i>TOTAL: 6 credits</i>	EDUS 710 EDUS 702 <i>TOTAL: 6 credits</i>	EDUS 703 EDUC 697 <i>TOTAL: 6 credits</i>
Year 2	TEDU 730 EDUS 711 <i>TOTAL: 6 credits</i>	TEDU 731 Elective <i>TOTAL: 6 credits</i>	elective <i>TOTAL: 3 credits</i>
Year 3	EDUS 706 elective <i>TOTAL: 6 credits</i>	EDUS 707 TEDU 732 <i>TOTAL: 6 credits</i>	EDUC 700 (Externship) elective Concept Paper & Begin Comprehensive Exam <i>TOTAL: 6 credits</i>
Year 4	EDUS 890 <i>TOTAL: 3 credits</i>	EDUC 899: Dissertation (3-6) <i>TOTAL: 3-6 credits</i>	EDUC 899 (1-3) <i>TOTAL: 1-3 credits</i>
Year 5	Additional dissertation credits if needed - EDUS 899 (1-3 credits)		

* Courses in **bold** are only offered every other year, and should be prioritized.

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

Full-Time Study Even-Year Entry*

	Fall Semester	Spring Semester	Summer Semester
Year 1	TEDU 617 EDUS 608 EDUS 702 <i>TOTAL: 9 credits</i>	TEDU 732 EDUS 707 EDUS 710 <i>TOTAL: 9 credits</i>	EDUS 703 <i>TOTAL: 3 credits</i>
Year 2	EDUS 711 TEDU 730 elective <i>TOTAL: 9 credits</i>	elective TEDU 731 EDUC 697 <i>TOTAL: 9 credits</i>	EDUC 700 Externship <i>Total: 3 credits</i>
Year 3	Elective EDUS 706 Concept Paper & Comprehensive Exam <i>TOTAL: 9 credits</i>	EDUS 890 EDUS 899: Dissertation credits <i>TOTAL: 6 credits</i>	EDUS 899 <i>Total: 3 – 9 credits</i>
Year 4	Additional dissertation credits if needed - EDUS 899 (1 – 3 credits)		

* Courses in **bold** are only offered every other year, and should be prioritized.

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

Part-Time Study Odd-Year Entry*

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUS 702 EDUS 608 <i>TOTAL: 6 credits</i>	EDUS 710 EDUS 711 <i>TOTAL: 6 credits</i>	EDUS 703+ elective <i>TOTAL: 6 credits</i>
Year 2	TEDU 617 EDUS 706 <i>TOTAL: 6 credits</i>	TEDU 732 EDUS 707 <i>TOTAL: 6 credits</i>	EDUC 697 elective <i>TOTAL: 6 credits</i>
Year 3	TEDU 730 elective <i>TOTAL: 6 credits</i>	TEDU 731 elective <i>TOTAL: 6 credits</i>	EDUC 700 (Externship) Concept Paper & Begin Comprehensive Exam <i>TOTAL: 3 credits</i>
Year 4	EDUS 890 <i>TOTAL: 3 credits</i>	EDUC 899 (3) <i>TOTAL: 3 credits</i>	EDUC 899 (3) <i>TOTAL: 3 credits</i>
Year 5	Additional dissertation credits if needed - EDUS 899 (1)		

* Courses in **bold** are only offered every other year, and should be prioritized.

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

Appendix B: CCC Student Preliminary Planning Form
To be submitted before or by the end of the student's 9th credit hour.

STUDENT NAME: _____

DATE: _____

	Semester Offered	Semester Scheduled
FOUNDATION COMPONENT (6 hours)		
EDUS 702: Foundations of Educational Research and Doctoral Scholarship I	Spring	
EDUS 703: Foundations of Educational Research and Doctoral Scholarship II	Spring, Sum	
RESEARCH COMPONENT (15 hours)		
EDUC 697: Collaborative Scholarship	Spring, Sum	
EDUS 608: Statistics for Social Research	Fall	
EDUS 710: Educational Research Design	Spring	
EDUS 711: Qualitative Research Methods & Analysis	Fall, Spring	
Three credit research elective:		
CONCENTRATION COMPONENT (27 hours: 18 core + 9 electives)		
TEDU 617: Instructional Models and the Curriculum	Fall even	
TEDU 730: Educational Staff Development Procedures & Process	Fall odd	
TEDU 731: Instructional Theories and Strategies	Spring even	
TEDU 732: Advanced Seminar in Curriculum Studies	Spring odd	
EDUS 706: Educational Theory and Praxis in Historical and Contemporary Contexts	Fall even	
EDUS 707: Socio-Cultural Perspectives on Schooling, Society and Change	Spring odd	
<i>Elective 1:</i>		
<i>Elective 2:</i>		
<i>Elective 3:</i>		
CO-CURRICULAR ACTIVITIES		
Grant-writing; present at a local or national conference; complete a capstone experience, publications (literature reviews, op-ed pieces, practitioner journals, book reviews).		
EXTERNSHIP COMPONENT (3 hours minimum)		
EDUS 700: Externship		
DISSERTATION COMPONENT (9 hours minimum)		
EDUS 890: Dissertation Seminar (3 hrs.)	Fall, Spring	
EDUS 899: Dissertation Research (6 hrs. minimum)		
TOTAL MINIMUM CREDITS: 60		

Students Signature and Date: _____

Advisor's Initials and Date: _____

Directors Initials and Date: _____

Revised: 10/25/23

Appendix C: First Year Graduate Student Progress Report

Instructions: Please submit responses to the following questions and a copy of your updated CV by email attachment to your advisor and the CCC concentration coordinator.

1. Name:
2. Advisor:
3. Expected semester of graduation:
4. Do you currently have an assistantship?
 - a. If yes, please describe briefly.

5. Are you interested in an assistantship in the future? If yes, please elaborate.

6. Please describe your accomplishments this past academic year, for example related to research, teaching, service, awards or special recognitions (including travel awards):

7. Your reflections and goals. Please provide an analysis of:
 - a. Your past year in the PhD program. Are there any issues hindering your process in the program? If so, please describe.

 - b. Your goals for the coming year. To meet these goals what help/support/resources from your advisor, other faculty, and/or the School of Education do you anticipate?

Appendix D: Curriculum, Culture, and Change Doctoral Concentration Comprehensive Examination Scholarly Systematic Literature Review Rubric

Student Name: _____

Date: _____

Category	Fail	Pass with Revisions	High Pass
Intro/ Framing	Topic that is reviewed is not presented explicitly, nor is an argument made for the need to examine the topic. Does not distinguish what has and has not been done in the field. No research question(s) is/are provided.	Overall problem, challenge, and importance of the topic is described in the context of broader scholarly literature. Distinguishes what has and has not been done in the field to some degree. The research question(s) is/are stated, but lack specificity.	The problems, challenges, and importance of the topic is described in detail and in a compelling form in the context of broader scholarly literature. Distinguishes what has and has not been done in the field to a full extent with critical examination of the state of the field. The research question(s) are stated clearly and include adequate detail.
Methods	Does not present search criteria for inclusion and exclusion of studies from review.	Presents search criteria for inclusion and exclusion of studies from review.	Presents and justifies search criteria for inclusion and exclusion of studies from review.
Critique of extant literature	Research methodologies of reviewed studies are not discussed.	There is some discussion of research methodologies of reviewed studies to warrant claims.	Research methodologies of reviewed studies are discussed and critiqued for appropriateness/strengths.
Synthesis	There is no evidence of an attempt to synthesize the ideas and studies reviewed and/or to draw coherent conclusions (e.g., practical and scholarly significance).	Conclusions (e.g., practical and scholarly significance) are provided that show evidence of analysis and synthesis of the ideas and studies reviewed. However, there are gaps in the conclusions and/or conclusions that are not supported in the body of the paper.	Succinct and precise conclusions (e.g., practical and scholarly significance) are presented based on thoughtful synthesis of the literature review. Insights into the research question and problem(s) presented at the beginning of the literature review are appropriate.
Strength of Arguments &	The ideas expressed in the review poorly supported with little to no	The ideas expressed in the review are somewhat supported with specific findings	The ideas expressed in the review are thought-provoking, well-defended with findings

Significance	reference to specific findings from empirical studies.	from empirical studies. The significance of the review could be made more evident.	from empirical studies, and creative. The review is a strong contribution to the field.
Comprehensiveness	References are inadequate for comprehensively representing the body of knowledge related to topic of review.	Reference list omits some key references for comprehensively representing the body of knowledge related to topic of review.	Reference list includes a thorough, set of references that includes seminal and current studies to comprehensively represent the body of knowledge related to topic of review.
Writing quality	Writing is unintelligible, and/or poorly organized, and detracts from the presentation of ideas. Absence of logical order of sections.	Writing is understandable, but lacks organization and/or does not flow well around the ideas. Some but not all sections follow in a natural or logical order.	Writing is intelligible, well-organized, and flows nicely around the ideas. The report goes from general ideas to specific conclusions. Transitions tie sections together.
Formatting	The literature review includes multiple (i.e., 20 or more) errors of many types in APA 7 th edition style. There are many (i.e., 20 or more) errors in grammar or spelling present.	Some errors of APA 7 th edition style formatting are present. There are some grammatical or spelling errors present.	The literature review includes correct APA 7 th edition style throughout the paper. There are very few or no grammatical or spelling errors present.