EDUCATION, DOCTOR OF PHILOSOPHY (PH.D.) WITH A CONCENTRATION IN SPECIAL EDUCATION AND DISABILITY LEADERSHIP

Program goal
The special education and disability leadership concentration is designed primarily for individuals employed in leadership positions in the field of special education. Emphasis in this concentration is placed on developing in-depth knowledge about topics as they pertain to personnel development, research, issues and policies in special education.

Student learning outcomes
1. Apply skills in external setting (externship component): Students will demonstrate their knowledge and skills in a professional placement in a school, agency or corporate setting. The faculty adviser and the externship site supervisor work together to evaluate the student.
2. Develop research knowledge and skills (research component): Students will acquire the prerequisite skills essential to designing, conducting and interpreting qualitative and quantitative design research. Students will demonstrate this knowledge and skill set on a qualifying examination, which is independently evaluated by at least two faculty members. To address inter-rater reliability, if the two faculty members disagree on the student’s level of knowledge, a third faculty member is called in to evaluate the student’s responses on the qualifying examination. This exam is also graded “blindly,” meaning that the evaluator does not know which student he or she is evaluating.
3. Develop in-depth knowledge in one area of study (concentration component): Students will demonstrate in-depth knowledge and skills in an area of study that is congruent with their current or projected career goals. Content will differ according to chosen concentration.
4. Complete an original research study (dissertation component): Students will design, implement, analyze and defend an original research study. Students will demonstrate this knowledge and skill set on a qualifying examination, which is independently evaluated by at least two faculty members. To address inter-rater reliability, if the two faculty members disagree on the student’s level of knowledge, a third faculty member is called in to evaluate the student’s responses on the qualifying examination. This exam is also graded “blindly,” meaning that the evaluator does not know which student he or she is evaluating.

Graduation requirements
Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

Other information
For additional information about the Ph.D. in Education program, please see the doctoral student handbook (http://www.soe.vcu.edu/grad/grad-candidacy).

Admission requirements
<table>
<thead>
<tr>
<th>Degree:</th>
<th>Semester(s) of entry</th>
<th>Deadline dates:</th>
<th>Test requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Summer or fall</td>
<td>Dec 15</td>
<td>GRE</td>
</tr>
</tbody>
</table>

In addition to the general admission requirements of the VCU Graduate School (http://bulletin.vcu.edu/graduate/study/admission-graduate-
study/admission-requirements), the following represent the minimum requirements for admission:

1. Master's degree in an appropriate discipline
2. Three letters of recommendation addressing the student's potential for graduate study in education
3. Student's written statement concerning career interests
4. Transcripts of all previous college work
5. A personal interview and writing sample (may be requested
6. Professional vitae/resume
7. Satisfactory scores on the GRE

Please see doctoral admissions information on the School of Education website for details.

Degree requirements
In addition to the VCU Graduate School graduation requirements (http://bulletin.vcu.edu/academic-regs/grad/graduation-info), students are required to complete coursework in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 48-54 credit hours depending on concentration.
2. Grade requirements: Receipt of a grade of C or below in three courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements.
3. Externship requirement: Students must complete an approved externship in teaching, research and service policy.
4. Examination requirements: Students must pass both a qualifying examination early in the program and a comprehensive examination near the end of the program.
5. Dissertation requirements: Students must complete and defend a research dissertation.

Curriculum requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUS 702</td>
<td>Foundations of Educational Research and Doctoral Scholarship I</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 703</td>
<td>Foundations of Educational Research and Doctoral Scholarship II</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 608</td>
<td>Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 710</td>
<td>Quantitative Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 711</td>
<td>Qualitative Methods and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Research elective</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 700</td>
<td>Externship</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 899</td>
<td>Dissertation Research (minimum of six credit hours)</td>
<td>6</td>
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<tr>
<td>EDUS 890</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Concentration courses</td>
<td></td>
<td></td>
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<tr>
<td>SEDP 705</td>
<td>Seminar on Disability Policy</td>
<td>3</td>
</tr>
<tr>
<td>SEDP 706</td>
<td>Personnel Development in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SEDP 707</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total graduate credit hours required (minimum) 48

Graduate program coordinator
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Program website: soe.vcu.edu (http://www.soe.vcu.edu)