EDUCATION, DOCTOR OF PHILOSOPHY (PH.D.) WITH A CONCENTRATION IN URBAN SERVICES LEADERSHIP

Program goal
The urban services leadership concentration is designed to prepare future researchers, faculty and practitioners for leadership roles in academic, government (local, state, national and international) and community based for-profit and non-profit organizations. Doctoral students will utilize a multidisciplinary approach to develop a broad understanding of the critical issues and challenges in adult learning and subsequently apply that understanding to the planning, implementation and evaluation of adult learning and educational programs and initiatives.

Applicants are expected to have experience working with adult learners in organizational, community, government, higher education, health care or nonprofit settings, or within the community in roles as faculty, faculty developers, trainers, human resource development and organizational development professionals, adult literacy educators, or other roles in which they are actively involved in the teaching and training of adult learners.

Student learning outcomes

Education core outcomes
1. Knowledge of foundations of educational research and design: Students will 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.

2. Application of leadership, research and/or professional skills: Graduates will 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).

3. Research design and implementation: Graduates will 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.

4. Oral and written communication skills: Students will 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.

Urban services leadership concentration-specific outcome
1. Students will demonstrate the ability to articulate a personal philosophy of adult learning practice that enables them to work effectively as leaders and facilitators to improve adult learning, as well as understand and acknowledge diversity, equality and inclusion in the workplace.

2. Students will demonstrate the ability to integrate knowledge of all facets of adult learning to have a significant impact on the practices, culture and learning environments of the organizations in which students/graduates work.

3. Students will relate the impact of seminal readings in adult learning literature to adult learning practices in the workplace in the current environment.

VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs
The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (http://www_graduate.vcu.edu/) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

Visit the academic regulations section for additional information on academic regulations for graduate students. (http://bulletin.vcu.edu/academic-reg/) Degree candidacy requirements
A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master’s or doctoral status according to the degree candidacy requirements of the student’s graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student’s faculty regarding the student’s academic achievements and the student’s readiness to proceed to the final research phase of the degree program.

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.

Visit the academic regulations section for additional information on degree candidacy requirements. (http://bulletin.vcu.edu/academic-reg/grad/candidacy/)

Graduation requirements
As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.
Visit the academic regulations section for additional information on graduation requirements. (http://bulletin.vcu.edu/academic-regs/grad/graduation-info/)

Apply online today. (https://www.vcu.edu/admissions/apply/graduate/)

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>Jan 15</td>
<td>GRE</td>
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</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. Statement of intent
4. Transcripts of all previous college work
5. A personal interview and additional writing sample (may be requested)
6. Professional vitae/resume
7. Satisfactory scores on the GRE

Please visit the School of Education website (https://soe.vcu.edu/academics/doctoral-programs/phd-urban-services/) for further information.

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 course work in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 60 credit hours.
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.
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>
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</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>EDUC 697</td>
<td>Collaborative Scholarship</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 797</td>
<td>Directed Research</td>
<td>3</td>
</tr>
<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>EDUC 890</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
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Concentration courses

Courses designed to prepare future researchers and practitioners for leadership roles in either adult learning or health promotion and education.

- ADLT 601 Adult Learning and Development 3
- ADLT 702 Seminal Readings in Adult Learning Literature 3
- • Electives Additional research elective 3
- Leadership electives 1 6
- Other electives (chosen in consultation with adviser) 12

Total Hours 60

1 Any ADMS, ADLT or other leadership courses chosen in consultation with adviser.

The minimum number of graduate credit hours required for this degree is 60.

Contact
Enrollment Management
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Additional contact
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Program website: soe.vcu.edu/academics/doctoral-programs/phd-urban-services/