PhD in Education Program Guidelines

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College of Education and Human Development
George Mason University

Office Location:
George Mason University
4400 University Drive, MSN 1D5
West Building, 2200
Fairfax, VA 22030

Contact Information:

Phone: (703) 993-2011
Office Email: cehdphd@gmu.edu

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I. INTRODUCTION

Program Description

The mission of the PhD in Education Program is to empower scholars and leaders to think critically, advance research-informed practice, address pressing challenges, and promote equity through excellence in research, teaching, and service in their chosen fields.

Students must demonstrate the following major competencies to be awarded a PhD in Education:

1. Ability to communicate effectively both orally and in writing to a variety of professional stakeholders;
2. Knowledge of significant theory, developments, and practices in one's professional specialization and a supporting area of study (i.e., secondary specialization);
3. Ability to understand, utilize, and interpret basic principles and methodologies of educational research design and data analysis;
4. Ability to organize efforts to solve problems, advance knowledge, test theories, and adapt information to meet professional goals;
5. Understanding of ethical practice in research.

Programs of study will enable students to develop the skills and knowledge which constitute and support these competencies. Mastery of these competencies is demonstrated by successfully completing coursework, a comprehensive portfolio assessment, a dissertation, and an oral dissertation defense.

PhD in Education Office

The PhD in Education Office is located in West Building, Suite 2200. Unless otherwise posted, the office is open year-round from 9:00 am - 5:00 pm on weekdays, except for George Mason University holidays and closures. The telephone number is (703) 993-2011. Office staff do telework two days a week; please contact via email (cehdphd@gmu.edu) before coming to the office.

PhD in Education Committee

The PhD in Education Committee is an advisory body to the PhD in Education Director and Program Manager who oversee the administration of the PhD in Education Program. The primary responsibility of this committee is to ensure that doctoral training through the program is consistent with the R1 status of the University and CEHD's commitment to advancing research-informed practice. The committee is also responsible for developing policies and reviewing curriculum changes sent to any CEHD department for approval. The committee shall also be responsible for developing and approving program procedures, monitoring and evaluating the PhD in Education Program, and overseeing the admissions process for program candidates.

This committee shall be composed of one representative from each officially approved specialization or concentration in the PhD in Education Program. Each representative will be

elected in the spring prior to the term for a staggered two-year term (from August to August) by the faculty with graduate faculty status who have a primary affiliation with that particular specialization or concentration. The Director of the PhD in Education Program, who is appointed by the CEHD Dean, shall chair this committee and represent the committee in college leadership decision-making.

PhD in Education Program Evaluation

The PhD in Education Program undergoes continuous formative evaluation. Students are encouraged to communicate ideas for program improvements through the Student Council to the PhD in Education Program Director.. In addition, periodic formal and informal program evaluations are conducted by the PhD in Education Committee in conjunction with university and CEHD assessment activities. Feedback from all evaluations serves as the basis for changing various aspects of the program.

University Support Services

George Mason support services are available to PhD in Education Program students. For information on some student support resources on campus, see Student Support Resources on Campus.

II. PROGRAM POLICIES & PRACTICES

The PhD in Education Program operates in accordance with George Mason policies and practices (see George Mason's University Catalog). This document incorporates a synopsis of key applicable policies and **additional** requirements and protocols specific to the PhD in Education degree at George Mason. Unless otherwise noted, program policies apply to both specialization and concentration students.

Academic Integrity

Students in the PhD in Education Program are expected to demonstrate academic integrity by complying with George Mason's academic standards and policies related to misconduct in research and scholarship.

Academic Standards

Students sign a statement upon application to the program agreeing to uphold George Mason's Academic Standards.

> *Academic Standards works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.*

A description of student and faculty responsibilities is in the Academic Standards section of the University Catalog. Please note there is a separate process for individuals accused of research misconduct.

Misconduct in Research and Scholarship

The PhD in Education Program adheres to George Mason's policies related to misconduct in research and scholarship. The university's policy on Misconduct in Research and Scholarship is applicable to all persons holding any position affiliated with the university, to all **graduate students engaged in research activities** leading to the generation of reports, conference papers, publications, or creative works in which university affiliation is indicated, to undergraduate students who are involved in sponsored research, and to all individuals at the university engaged in teaching, research, or scholarship, or under the control of, or affiliated with, the university.

Research misconduct includes fabrication, falsification, and plagiarism which are defined as follows:

- **Fabrication:** means making up data or results and recording them or reporting them.
- **Falsification:** means manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- **Plagiarism:** means the appropriation of another person's idea, processes, results, or words without giving appropriate credit.

Policy 4007 specifies the guidelines for investigating alleged violations, including maintaining confidentiality. Questions related to research misconduct that fall under this category should be directed to the Office of Research Integrity and Assurance.

Appeals

Student appeals are processed through the Office of Student and Academic Affairs in the College of Education and Human Development (CEHD), including grade appeals, termination appeals, and program time-limit extension requests. Refer to CEHD Policies and Procedures or contact the PhD in Education Office for additional guidance.

Committees

Each PhD in Education student is advised throughout their enrollment in the program by a committee of at least three faculty members. The first committee, the *Program Advisory Committee*, advises the student through the completion of all pre-dissertation coursework and the Comprehensive Portfolio Assessment. A second committee, the *Doctoral Dissertation Committee*, advises the student in preparing, submitting, and defending the PhD in Education dissertation.

Temporary Initial Advisor

At the time of admission, students in the PhD in Education Program are provided with an initial point of contact from their specialization/concentration to serve as a ***temporary*** advisor. Students must select a permanent chair for their Program Advisory Committee ***within two semesters of beginning the program***.

Program Advisory Committee

See requirements for program advisory committee composition in Section IV: Portfolio Guidelines of this document.

Doctoral Dissertation Committee

See requirements for doctoral dissertation committee composition in Section V: Dissertation Guidelines of this document.

Continuous Enrollment & Time Limits

Full-time doctoral study allows an opportunity for intense and in-depth immersion in intellectual study and the development of consequential skills and insights. PhD in Education Program students are strongly encouraged to enroll for at least one academic year of full-time study.

Continuous Enrollment

Students in the PhD in Education Program are expected to comply with George Mason's continuous registration requirement (University Catalog AP.6.1.2) which requires students to register and pay associated tuition and fees each term until the degree is awarded. The PhD in Education Program only requires registration of at least one credit hour of EDUC 998: Doctoral

Dissertation Proposal or EDUC 999: Doctoral Dissertation Research in a summer term in which the student:

- Defends their dissertation proposal
- Defends their final dissertation
- Graduates

Students who fail to register as required and who have not requested and received a leave of absence or permission to study elsewhere will be deemed inactive in the program and need to submit a re-enrollment request. In addition, students reenrolled after an absence of two or more consecutive semesters may be required to add courses or otherwise modify their program of study.

Note that failure to enroll during one or more semesters does not extend the time limits for completing degree requirements.

Re-enrollment Requests
Students in the PhD in Education Program must adhere to George Mason's re-enrollment policy (University Catalog AP.6.4.3) by requesting permission to re-enroll in a program when they (a) have not enrolled in at least 1 credit for one or more consecutive semesters at Mason, and (b) do not have a university-approved leave of absence or permission to study elsewhere. Re-enrollment is neither automatic nor guaranteed.

The required Re-enrollment Application for Graduate Students form can be accessed on the registrar's website. Completed forms should be submitted to the PhD in Education Office for approval from the PhD in Education Director.

Program Time Limits
The PhD in Education Program complies with George Mason's time limit policy (University Catalog AP.6.10.1). The total time for students in the PhD in Education Program to complete their degree will not exceed nine (9) calendar years from the student's admission term for the program. Doctoral students in the PhD in Education Program are expected to progress steadily toward their degree and must advance to candidacy within six (6) calendar years by completing all required coursework and defending their Comprehensive Portfolio Assessment.

Time requirements are more restrictive for international students attending in F-1 or J-1 status. Contact the Office of International Programs and Services (OIPS) for more information.

Leave of Absence Policies
The PhD in Education Program complies with George Mason's policies for leave of absence that extend the allowable time limit to degree completion. See the University Catalog for more information about leave of absence options available:

- Graduate Student Parental Leave of Absence (University Catalog AP.6.4.5)
- Graduate Student General Leave of Absence (University Catalog AP.6.4.6)
- Graduate Student Medical Leave of Absence (University Catalog AP.6.4.7)

Time Limit Extension Requests
Students in the PhD in Education Program who are unable to meet their established time limit may apply for a time limit extension in accordance with George Mason's time limit policy (University Catalog AP.6.10.1).

The required digital Time Limit Extension form can be accessed on the registrar's website. Refer to CEHD Policies and Procedures or contact the PhD in Education Office for additional guidance on the required content of the application.

Requests that are submitted *after* the student's time has expired will not be considered or approved. Failure to meet the time limit requirements or to secure approval of an extension request will result in termination from the program.

Course Requirements

Course requirements specific to the PhD in Education Program are described in this section.

Grade Requirements for the Program
The PhD in Education Program complies with George Mason's policies related to graduate academic standing (University Catalog AP.6.6).

In addition, satisfactory progress in the PhD in Education Program requires students to:

1. Maintain a minimum of 3.00 GPA. Students who do not maintain the required GPA may be terminated from the program.
2. Earn a B or better in EDUC 800 (EFHP 860 for Kinesiology students) and EDRS 810.
    - Those who earn an F in either of these courses will be terminated from the program.
    - Those students who receive a C in either of these courses must repeat the course and earn a final grade of at least a B. Those who fail to earn a B or better on a second attempt will be terminated from the program.

Grading Policies
Grades of A+, A, A-, B+, B, B-, C, or F are given in all courses except as follows:

1. IN (Incomplete) grades are allowed in any course, except dissertation and internship courses, that a student does not complete within the required time limits. These courses must be completed, and all letter grades must be submitted within nine weeks of the start of the semester immediately following the semester in which the IN grade was given (not including the summer semester). If students do not complete their work by this time, the IN grade is automatically changed to an F (failing) grade. Students should attend to the Mason Registrar's calendar regarding deadlines.
2. A grade of IP (In Progress), rather than a grade of IN (Incomplete), is given in an internship (EDUC 890, EDUC 994) where, for legitimate reasons, the student has not completed the assigned work by the conclusion of the course. IP grades are assigned only for extenuating circumstances beyond the student's control. IP grades may not be given in

other courses. IP grades must be replaced by final letter grades in all courses before students complete their Comprehensive Portfolio Assessment or can be recommended for graduation.

3. A grade of IP (In Progress), rather than a grade of IN (Incomplete), is given in any dissertation course (EDUC 998, EDUC 999). Students will receive an IP (In Progress) grade each semester for EDUC 998 until they have successfully defended their dissertation proposal and for EDUC 999 until they have successfully defended their dissertation. Students receive an S grade (Satisfactory) in the course at the conclusion of the semester in which their dissertation proposal or dissertation has been presented and approved by their Doctoral Dissertation Committee.
4. A grade of S (Satisfactory/Pass) or NC (Unsatisfactory/Fail) may be given only in EDUC 998 or EDUC 999. All other courses, including internships, must be assigned a letter grade.

Registration for Courses
Students register for courses each semester in accordance with George Mason procedures. Students may register for and take any Mason courses they desire to take insofar as these courses are open to them; however, these courses may not count toward the degree unless represented in the student's program of study.

Students in the Education Leadership Concentration and Kinesiology Concentrations should consult with their advisor/chair for additional information about registration for required concentration coursework.

Registration for Dissertation Credits
The PhD in Education Program complies with George Mason's dissertation registration requirements (University Catalog AP.6.10.6).

Once the Cumulative Portfolio is defended successfully advancing the student to candidacy, students must accrue a minimum of 12 dissertation credit hours. Specifically, students must register for *EDUC 998: Doctoral Dissertation Proposal* or *EDUC 999: Doctoral Dissertation Research* each semester until and including the semester that they graduate (with at least 3 of those credits for EDUC 999).

In the semester after students advance to candidacy, they must register for a minimum of 3 credits of EDUC 998. Students must continue to enroll in a minimum of 1 credit hour of EDUC 998 until they have successfully defended their dissertation proposal.

In the semester after defending their dissertation proposal, students must register for a minimum of 3 credits of EDUC 999. In subsequent semesters, students must register for at least one credit of EDUC 999 each semester until the dissertation has been successfully defended, approved, and submitted to the library in the semester they plan to graduate.

Withdrawal from Courses
Students may withdraw from courses in which they are currently enrolled aligned with Mason policies and timelines. Approved withdrawal requests do not initiate tuition forgiveness or a tuition refund. Students requesting a withdrawal from one or more courses should contact the CEHD Student and Academic Affairs Office at cehdacad@gmu.edu for more information.

Credit Transfers

The PhD in Education Program follows George Mason's requirements in determining the eligibility for transfer credits (University Catalog AP.6.5).

Students must have earned a master's degree as a requirement for admission to the PhD in Education Program. As such, ALL admitted students will transfer 9 eligible credits from their Master's degree to fulfill the 75-credit degree requirement approved by SHEV. These credits will be declared when the student develops their program of study and will not require approval by the student's advisory committee.
Students may be able to transfer additional credits to apply toward their program of study with additional permissions. The table below illustrates the maximum additional eligible transfer credits allowed by the PhD in Education Program by course type, followed by an explanation of each.

Course Type	Specializations	HED Concentration	KINE Concentration	EDLE Concentration
Course within Master's Degree (*advisory committee approval needed*)	9 credits total (*restricted to secondary specialization*)	9 credits total (*restricted to elective courses*)	9 credits total (*restricted to comparable required courses*)	6 credits (*no restrictions*)
Post-Master's Graduate Course (*advisory committee approval needed*)				N/A
Non-degree Courses from the PhD in Education Program (*pre-approved by the program*)	12 credits	12 credits	12 credits	12 credits
Doctoral Courses at another University (*advisory committee, PhD Director, and CEHD SAA approval needed*)	12 credits	12 credits	12 credits (*restricted to comparable required courses*)	Not applicable

Courses from a Master's Degree
The numbers of allowable credits vary by specialization/concentration

Specializations/ PhD without Concentration
In addition to 9 credits that all PhD in Education students transfer from their master's program to apply to their doctoral degree, students in any specialization can transfer up to nine (9) eligible credits with approval from the student's Program Advisory Committee. These transfer credits are only allowable within the secondary specialization.

Approved transfer credits from a master's degree must be declared on the student's initial Program of Study during their first portfolio review. The PhD in Education Office will provide directions to the student regarding any additional required student action at that time. Transfer credit approval is **not** guaranteed for students who fail to submit their initial program of study by the third academic year (fall/spring).

Higher Education Concentration
In addition to 9 credits that all PhD in Education students transfer from their master's program to apply to their doctoral degree, students in the Higher Education Concentration can transfer up to nine (9) eligible credits with approval from the student's Program Advisory Committee. These transfer credits are only allowable within the electives section of the Program of Study.

Approved transfer credits from a master's degree must be declared on the student's initial Program of Study during their first portfolio review. The PhD in Education Office will provide directions to the student regarding any additional required student action at that time. Transfer credit approval is **not** guaranteed for students who fail to submit their initial program of study by the third academic year (fall/spring).

Concentration in Kinesiology
In addition to 9 credits that all PhD in Education students transfer from their master's program to apply to their doctoral degree, students in the Kinesiology Concentration can transfer up to nine (9) eligible credits with approval from the student's Program Advisory Committee. These transfer credits are restricted to comparable required courses within the concentration.

Approved transfer credits from a master's degree must be declared on the student's initial Program of Study during their first portfolio review. The PhD in Education Office will provide directions to the student regarding any additional required student action at that time. Transfer credit approval is **not** guaranteed for students who fail to submit their initial program of study by the third academic year (fall/spring).

Concentration in Education Leadership
In addition to 9 credits that all PhD in Education students transfer from their master's program to apply to their doctoral degree, students in the Education Leadership Concentration will transfer an additional (6) credits from their master's degree.

Approved transfer credits from a master's degree must be declared on the student's initial Program of Study during their first portfolio review. The PhD in Education Office will provide directions to the student regarding any additional required student action at that time. Transfer credit approval is **not** guaranteed for students who fail to submit their initial program of study by the third academic year (fall/spring).

Non-Degree Courses in the PhD in Education Program

Students may enroll in PhD in Education Program courses prior to admittance into the program; however, no more than 12 credits of this coursework may be applied to the student's program of study upon admittance into the program.

Doctoral Courses Taken at Another University

Once the student has enrolled in the PhD in Education Program, students may take up to 12 credits of doctoral-level coursework at other universities as part of their PhD in Education Program of Study provided these courses are approved by the Program Advisory Committee and there is not an equivalent course offered at Mason. Students must receive approval from the Director of the PhD in Education Program and the CEHD Office of Student and Academic Affairs before taking a course elsewhere. The required Study Elsewhere form can be accessed on the registrar's website. In some limited cases, with the approval of the Director of the PhD in Education Program, more than 12 credits may be transferred.

Academic Termination

A PhD in Education Program follows University policy for termination (University Catalog AP.6.6.2). See Grade Requirements for the Program.

In addition, a student may be terminated from the PhD in Education Program if they:

- Fail to make satisfactory progress toward degree completion as determined by the academic unit and/or Associate Provost for Graduate Education.
- Accumulate grades of C in two graduate courses or six (6) credits.

Voluntary Resignation

Students may withdraw from the PhD in Education Program in alignment with George Mason's policy on voluntary resignation (University Catalog AP.6.4.4).

The required Voluntary Resignation from Graduate Academic Program form can be accessed on the registrar's website. Completed forms should be submitted to the PhD in Education Office for approval from the PhD in Education Director. Approved withdrawal requests associated with a voluntary resignation do not initiate tuition forgiveness or a tuition refund.

Readmission to Graduate Study at Mason

Former graduate students who have been terminated, dismissed, or resigned from a Mason graduate program are not permitted to take any additional coursework at Mason unless a new graduate program application has been submitted and the applicant has been admitted to graduate study. The PhD in Education Program complies with George Mason's policies related to readmission to graduate study (University Catalog AP.6.6.3).

Graduation Requirements

To satisfactorily complete the PhD in Education Program and receive the PhD in Education, a student must meet all requirements of the degree, including:

1. Complete all courses listed in the student's approved doctoral study program with a minimum GPA of 3.0.
2. Successfully defend a Comprehensive Portfolio Assessment.
3. Successfully defend a Doctoral Dissertation Proposal (both written and oral).
4. Successfully defend a Doctoral Dissertation (both written and oral).

If all student coursework and other requirements have been completed, the PhD in Education Director confirms to the college that the student is ready to receive a PhD in Education degree. The Registrar's Office reviews and affirms that all requirements have been met.

Candidates must file applications for graduation and complete approved dissertation requirements to the PhD in Education Office and the George Mason Library (University Catalog AP.6.10.9). See the Registrar's office for information about graduation timelines and the graduation process.

III. PROGRAM OF STUDY GUIDELINES

Each student prepares an individual program of study which constitutes a contract to complete specified instructional experiences. The program of study must be approved by the student's advisory committee and the Director of the PhD in Education Program. This must be completed as part of the student's first Portfolio Review by **no later than** the third academic year (fall/spring) semester or any transfer credits (including those from a master's degree) may not be approved for inclusion in the student's program of study.

Course Level Requirement
All (100%) of courses within the PhD in Education Program need to be at the doctoral level:

- Doctoral-level courses offered by CEHD are all numbered at the 800 level.
- Doctoral-level courses offered by CHESS for the Higher Education Specialization are numbered at the 700 level.
- Other colleges at George Mason may number their doctoral courses at the 700 or 800 level (University Catalog AP.2.4). Approval is needed from the PhD in Education Director to apply 700-level courses outside of CHSS to a student's program of study. Courses that allow undergraduate enrollment will not be approved.
- Eligible doctoral-level classes taken at a different university are allowed regardless of course number.

The only exception to the course level requirement is for a total of **no more than** nine (9) credits transferred from a master's degree and/or graduate coursework taken post-master's degree that is not at the doctoral level. This coursework must be approved by the student's advisory committee (see also Credit Transfers). The following restrictions also apply:

- For students in any specialization, these credits are restricted to the secondary specialization.
- For students in the Kinesiology Concentration, these credits can only be applied to comparable coursework within the prescribed Kinesiology Concentration Program of Study.
- For students in the Education Leadership Concentration, this exception is not applicable.

Types of Course Options
There are several types of courses available to students in the coursework phase of their program.

Catalog Courses
A course search tool is located on the PhD in Education Website. This tool links to the course descriptions in the University Catalog.

Independent Studies
Only independent study courses approved in advance by a student's doctoral advisor and the PhD in Education Program Director may be counted toward fulfilling a student's program of study requirements. A maximum of six (6) credits of Independent Study may be applied to a student's program of study unless the PhD in Education Program Director has approved additional courses.

Independent studies are doctoral-level courses designed collaboratively by the student and a faculty member possessing the appropriate expertise. Such sections should not duplicate existing university course offerings. In undertaking an independent study, students must prepare a proposal for the independent study in consultation with the potential independent study instructor. Students should expect to revise or modify the proposal or develop alternative proposals based on instructor feedback before submission.

Specific guidelines and requirements are embedded within the Individualized Section Proposal form that is submitted to the student's Program Advisory Chair and the PhD in Education Director for approval no later than two weeks before the first day of classes. Once approved, students are expected to register for the course promptly and properly.

Internships

Students may enroll in internships only after they have completed one year of part-time study or one semester of full-time study in the PhD in Education Program. Internships are experiential learning opportunities in which students engage in supervised work experiences at an approved site relevant to their program of study. The student must make initial arrangements for the internship through his/her chair in consultation with the site supervisor.

All students can add at least three credits of EDUC 994: Doctoral Internship to their Program of Study. This internship must be in a setting other than the student's regular work setting. A three-credit internship requires at least 100 hours of on-site, supervised experience. Additional internships are taken as EDUC 890: Doctoral Internship.

CEHD PhD in Education students who enroll in an internship that involves teaching an undergraduate or graduate course in CEHD are not eligible to be classified as the instructor of record or paid for teaching the course. It is further recommended that if a doctoral student plans to teach independently in CEHD as part of their professional experience, they must complete a supervised teaching internship.

Students may work cooperatively with other PhD in Education students in an internship if both/all students agree to the arrangement; however, no PhD in Education student may evaluate another PhD in Education student.

An internship must be approved by the student's Program Advisory Committee Chair and the PhD in Education Director before it can be applied to a student's program of study. Specific guidelines and requirements are embedded within the Individualized Section Proposal form that is submitted to the student's Program Advisory Chair and the PhD in Education Director for approval no later than two weeks before the first day of classes. Once approved, students are expected to register for the course promptly and properly.

Individualized Course Sections

When the PhD in Education Program does not offer a course in a specific subject required of a student's approved program of study, a student may arrange to complete an individualized section of the course with a faculty member at the university. The content of individualized

course sections should be comparable with regularly offered sections of the same course. An independent study cannot constitute an individualized course section. The program is not obligated to offer such courses.

Only individualized course sections approved in advance by a student's doctoral advisor and the PhD in Education Program Director may be counted toward fulfilling a student's program of study requirements. Specific guidelines and requirements are embedded within the Individualized Section Proposal form that is submitted to the student's Program Advisory Chair and the PhD in Education Director for approval no later than two weeks before the first day of classes. Once approved, students are expected to register for the course promptly and properly.

Dissertation Requirements
Upon advancing to candidacy, students must attend the course EDUC 998: Doctoral Dissertation Proposal in the semester after they have advanced to candidacy. See Registration for Dissertation Credits in this document for additional requirements.

Required Program of Study Components

Students prepare their tentative program of study during their first year in the program in consultation with their Program Advisory Committee. Students meet with their advisors informally during this year to discuss and prepare their proposed programs. The Program of Study digital form can be found on the PhD in Education website.

Program Specialization / Concentration Identification
On their program of study, students will identify their specialization(s) or concentration. More information about these options follows.

Specializations
A minimum of 36 credits are needed across an identified primary professional specialization (18-24 credits) and an identified secondary professional specialization (12-18 credits).

Specialization options include:

- Early Childhood Education/Early Childhood Special Education
- Education Policy
- Educational Psychology
- Interdisciplinary in Sport, Recreation, and Tourism Management
- Learning Technologies Design Research
- Literacy(ies), Culture, and Reading
- Mathematics Education Leadership
- Multilingual/Multicultural Education
- Research Methodology
- Science Education Research
- Special Education
- Teaching and Teacher Education

In addition to any of the PhD in Education Specialization or concentration options, secondary specializations can comprise

- Coursework from any PhD in Education Specialization or Concentration,
- Coursework from any George Mason college, school, department, or institute offering graduate programs in a specific area of study
- Interdisciplinary coursework that includes coursework selected from across PhD in Education Program professional specialization/concentration areas and other George Mason units.

The secondary specialization area of study provides an opportunity for advanced, intensive, and purposeful study in a particular specialty or a coherent interdisciplinary field of study. Accordingly, the secondary specialization area requirements require rigorous inquiry and involvement in scholarly activities. Through this area of study, students may explore and become familiar with the analytical concepts and assumptions that distinguish a particular specialty from other areas of study. The student may also develop proficiency in the methods by which specialists develop and test knowledge.

Concentrations

The PhD in Education Program offers three Concentrations:

- Education Leadership (ONLINE)
- Higher Education
- Kinesiology

Program of Study Coursework

The PhD in Education Program is a 75-credit doctoral program. Because a master's degree is required for admission to the program, students can transfer eligible credits from their earned master's degree with approval from their Program Advisory Committee to reduce the number of program courses needed:

- Specializations/PhD without Concentration (9-18 credits)
- Kinesiology Concentration (9-18 credits)
- Education Leadership Concentration (24 credits)

The following courses are required of all PhD in Education students:

<u>General Culture (3 credits)</u>

- EDUC 800 Ways of Knowing
  OR
  EFHP 860 Critical Perspectives in Exercise, Fitness, and Health Promotion [*Kinesiology Concentration Students Only*]

<u>Research Methods (15 credits)</u>

- EDRS 810 Problems and Methods in Education Research
- EDRS 811 Quantitative Methods of Educational Research
- EDRS 812 Qualitative Methods of Educational Research
- EDRS 8XX <u>TWO</u> Advanced Methods courses: 818, 820, 821, 822, 823, 824, 825, 826, 827, 828, 830, 831, or other advanced methods course approved by the methods faculty and the PhD in Education Program Director

Dissertation (12 credits)

- EDUC 998 Doctoral Dissertation Proposal (3-9 credits, *3 credit minimum*)
  [*6 credit minimum for Education Leadership Concentration Students*]
- EDUC 999 Doctoral Dissertation Research (3-9 credits, *3 credit minimum*)

Additional required coursework varies by specialization/concentration. See the University Catalog for a listing.

- Specializations/ PhD without Concentration (36 credits)
- Concentration in Kinesiology (36 credits)
- Concentration in Education Leadership (30 credits)

Program of Study Rationale

The program rationale section of the Program of Study form is very important. It normally consists of a claim (goal statement and assertion that the courses specified will help one accomplish that goal), explanation, evidence and reasons supporting the claim, and evidence and reasons negating any alternative claims. In terms of a student's program, a rationale must explicitly justify the professional education courses by explaining why they are being taken and how they will help achieve the student's goal(s).

There should be a demonstrated congruence between a rationale and the courses listed on a program. Additionally, the rationale must communicate the student's goal and how and why the proposed program will enable the student to achieve that goal. This requires clarity and detail as well as some length. A few lines or some general statements are insufficient for this purpose. The goal and rationale must be clearly stated and coherent, demonstrating movement toward the student's chosen career path and goals.

Program of Study Approvals and Modifications

Specific guidelines and requirements are embedded within the Program of Study form that is submitted to the student's Program Advisory Chair, Committee Members, and the PhD in Education Director for approval at the student's first portfolio review **no later than the student's third academic semester (fall/spring) in the program**. Once approved, it serves as a contract between the student and the university. Although the university is not obligated to offer the courses included in the program, a reasonable effort is made to do so, offer substitute courses, or arrange for appropriate independent studies.

In subsequent Portfolio Reviews, a student and their Program Advisory Committee can mutually agree to any additions, deletions, and modifications to an existing program of study. The PhD in Education Program Director must approve any changes before they become final.

All student programs are audited for the degree to which there is agreement with the University transcript. Inconsistencies may cause delays in graduation. A program of study is deemed complete when the Office of the University Registrar affirms that a final grade has been recorded for all courses listed in the program.

Program Specific Course Requirements

Students should be aware of the following course-specific requirements:

EDUC 800: Ways of Knowing

- This course MUST be taken in a student's FIRST semester in the program.
- Students MUST earn a B or better in this course (see also Grade Requirements for the Program).
- Non-degree students may only take this course upon approval of both the course instructor and the intended specialization program.

EDRS 810: Problems and Methods in Educational Research

- This course must be taken in a student's 1st or 2nd semester in the program.
- Students MUST earn a B or better in this course (see also Grade Requirements for the Program).
- This course is a prerequisite to the required courses EDRS 811: Quantitative Methods of Education Research and EDRS 812: Qualitative Methods of Educational Research.

Advanced Methods (2 courses)

- All PhD in Education students must complete two advanced methods courses. One of these advanced research methods courses must be in the methodological area of their anticipated dissertation research. (For example, students anticipating using quantitative methods would take EDRS 821: Advanced Applications of Quantitative Research).
- The advanced research methods course is the *only course that may be taken after the Comprehensive Portfolio Assessment and concurrently with EDUC 998*.
- Other advanced methods course(s) must be approved by the methods faculty and the PhD in Education Director.

IV. PORTFOLIO GUIDELINES

The PhD Portfolio is a required program document that provides concrete evidence of a PhD in Education student's learning and knowledge development throughout the pre-dissertation phase of a student's doctoral work. The purpose of the Ph.D. in Education Portfolio is two-fold.

First, it is designed for the doctoral student to document academic and professional growth and development in an organized, coherent, and selective record to facilitate evaluation by the student's Program Advisory Committee. The portfolio represents the scope and depth of a student's goals, plans, and accomplishments in coursework, independent study, research experiences, internships, and other advanced learning activities. It also provides both a vehicle for self-reflection and a comprehensive account of a doctoral student's experiences and ongoing progress toward their academic and professional goals.

Second, the portfolio serves as an anchor point for the student's Program Advisory Committee as they assist the student in reaching each of the three required portfolio meetings. The review and evaluation process includes three presentations by the student to the Program Advisory Committee throughout the program. The final portfolio review serves as the assessment required for advancement to candidacy.

Program Advisory Committee

The major functions of the Program Advisory Committee include assessing the student's goals, interests, and academic needs; facilitating student planning of their program of study; approving the student's program of study; monitoring the student's progress through the program; and evaluating the student's three portfolio reviews. **Students may take courses for no more than one year without selecting an approved Program Advisory Committee and must defend their first Portfolio Review, including submission of an approved Program of Study, no later than their third semester (fall/spring) in the program.**

Committee Membership

The Program Advisory Committee comprises at least three current Mason faculty members selected by the student. The PhD in Education Program complies with George Mason's requirements for the graduate faculty (University Catalog AP.6.10.5) that only individuals that hold Graduate Faculty status are eligible to approve degree milestones, such as the comprehensive exam, advancement to candidacy, and the final dissertation defense.

This Program Advisory Committee Chair must be a core faculty member in the student's primary specialization or concentration. The committee chair will assist the student in the selection of additional committee members, the development of a program of study, and the successful completion of the portfolio process.

The second required member of the committee must be core faculty in a specialization/concentration outside of the student's primary specialization/concentration. For students who have an identified secondary specialization, the second required member of the committee must be a core faculty member for that specialization.

The third advisory member can be any Mason faculty member affiliated with any specialization/concentration in the PhD in Education Program. Fourth committee members are allowed and can be any individual at George Mason, or retired from George Mason, who has graduate faculty status.

The committee formation process requires the approval of the student, all committee members, and the PhD in Education Program Director. A committee is considered established only after all individuals have accepted their appointments through the approval workflow required for the Portfolio 1 Review.

Change in Committee Membership
Once established and approved, membership of the Program Advisory Committee may be altered with the approval of the PhD in Education Program Director. Consideration of a change in committee membership should include a discussion with the Program Advisory Committee Chair or the Director of the PhD in Education Program if the change concerns the committee chair.

If a faculty member on the Program Advisory Committee leaves the University, the student may select a replacement without approval from the PhD Director, although the student needs to inform the PhD in Education Office of the replacement at the student's next scheduled portfolio review.

If a student's Program Advisory Committee Chair has retired from Mason before the coursework and portfolio process concludes, that individual can no longer serve as a Chair or Co-chair, and an alternate faculty member must be selected to fulfill this key role. The former faculty member may continue to serve as a committee member if they retire with legacy status.

If the committee member change is due to a change in the student's specialization/concentration, the student must submit an Internal Transfer Application digital form located on the PhD in Education Website for approval by the PhD in Education Program Director. A student requesting a change in committee membership must have first ascertained the new member's willingness to serve before submitting the request indicating the change.

Expectations of the Student
In the Portfolio process, each student will:

- Define academic and professional goals, revisiting them at each of the three meetings with the Program Advisory Committee;
- Formulate specific plans to achieve those goals through coursework, research experiences, and field-based activities;
- Demonstrate growth in understanding knowledge in the specialization and how knowledge is advanced through inquiry;
- Synthesize and reflect upon the process and results of learning activities;
- Modify goals and plans as needed based on academic and reflective self-evaluation as well as feedback from the student's Program Advisory Committee;
- Demonstrate readiness to proceed to the dissertation phase of the doctoral program.

As a student progresses through the program, they will periodically meet with their Program Advisory Committee Chair, as well as the other members of their Program Advisory Committee, to review and assess their goals, plans, understandings, and accomplishments and to discuss possible modifications and additional work needed to facilitate continued progress in the doctoral program.

It is required that the students make three separate presentations of their Portfolios to their Program Advisory Committee:

- Portfolio 1 after completion of one academic year (fall/spring) and no later than the student's third academic semester (fall/spring),
- Portfolio 2 after approximately 36 credits, and
- Portfolio 3, the Comprehensive Portfolio Assessment, in the semester the student completes required doctoral coursework and determines the student's readiness to proceed to the dissertation phase of the PhD in Education program (i.e., advancing to candidacy).

Important Note: Students are not allowed to conduct two portfolio reviews on the same date or within the same semester.

Expectations of the Program Advisory Committee
The committee will:

- Facilitate course selection to help students reach professional and academic goals
- Provide feedback on progress toward degree and goals
- Provide guidance on academic activities beyond the students' courses
- Provide feedback on academic writing

Portfolio Process

In the PhD in Education Program, a portfolio is a selective and organized electronic record of coursework advancement, documented accomplishments, and growth as a scholar as they proceed through the PhD in Education program. It provides the Program Advisory Committee with the information they need to assess student growth and development and suggest changes that more closely tie a student's goals to their program.

All students are required to create electronic portfolios. In addition to demonstrating technological competence, electronic portfolios can be easily referenced with links to coursework documents and are readily available to committee members. Students creating electronic portfolios are encouraged not to include personal information such as addresses, phone numbers, or social security numbers. Students often use tools like Google Sites, WordPress, or Wix to create portfolios. Students may protect their portfolio with a password for privacy as long as the password is shared with the Program Advisory Committee.

Required digital forms, including portfolio reviews and program of study, can be found on the PhD in Education Website.

Timeline Overview

Portfolio 1

- Identify committee chair and committee members – at least 2 months before the portfolio meeting
- Draft essays for review by the committee chair
- Schedule meeting with portfolio committee upon approval of essays- 1 month before the expected meeting date
- Two weeks before the meeting - submit final materials to committee, prepare presentation
- At the meeting – review and submit the required digital forms for the agreed upon Program of Study and Portfolio 1 Assessment and Feedback. The digital forms will route to your committee and the PhD in Education Director for signatures and then back to you so you have a copy of the approved forms.

Portfolio 2

- Draft essays for review by the committee chair
- Schedule meeting with portfolio committee - 1 month before the expected meeting date
- Two weeks before the meeting - submit final materials to committee, prepare presentation
- At the meeting – review and submit the required digital forms for the agreed upon Program of Study and Portfolio 2 Assessment and Feedback. The digital forms will route to your committee and the PhD in Education Director for signatures and then back to you so you have a copy of the approved forms.

Portfolio 3

- Draft paper for review by committee chair
- Schedule meeting with portfolio committee - 1 month before the expected meeting date
- Two weeks before the meeting - submit final materials to the committee, prepare presentation
- At the meeting – review and submit the required digital forms for the agreed upon Program of Study and Portfolio 1 Assessment and Feedback. The digital forms will route to your committee and the PhD in Education Director for signatures and then back to you so you have a copy of the approved forms.

Scheduling a Portfolio Presentation

Communication with committee members is essential throughout the scheduling of portfolio reviews and the construction of documents for the portfolio. In particular, giving committee members and the chair sufficient time to read and review materials is important.

Before presenting each of the three portfolios, the student should share drafts of the materials for the portfolio review with their Program Advisory Committee Chair and make any requested changes to ensure that the materials address the expectations for that portfolio review. Once the chair has agreed, the student should contact all committee members to identify a date for the presentation. The entire Committee must have a minimum of two weeks

to read and review all portfolio materials. It is important that the student is aware of and responsive to each of the Program Advisory Committee Member's suggested comments and edits.

Once a date and time have been identified, please contact the PhD in Education Program (cehdphd@gmu.edu), to provide the virtual meeting information and/or request assistance in obtaining a meeting room.

Portfolio I

Purpose
The purpose of Portfolio 1 is to provide evidence of a developing research interest and show how this has evolved through coursework.

Students must present their first Portfolio when they have successfully completed one year of coursework and no later than the end of their third semester (fall/spring) of study. In advance of submitting their portfolio to the committee, students must gain the approval of their Program Advisory Committee Chair and give the entire Committee two weeks to read and review all materials.

There are three main goals for a student's first Portfolio Review meeting:

1. To present their current understanding of their research area of interest
2. To inform their committee about their professional goals (CV and Goals Statement)
3. To gather recommendations to finalize their Program of Study

Required Content
At this first portfolio meeting, students are expected to have set up the electronic portfolio and include links to the following five sections.

Section 1: Current Vita
A Curriculum Vitae (CV) represents who a student is as an academic and will change over time as the student accumulates research, teaching, and service activities during your PhD studies and beyond. In order to gain an understanding of how CVs change over time and for different purposes, it is suggested that students examine the CVs of professionals, academics, or other educational researchers at different ranks in their field to understand how CVs progress. Students should consult with their committee and committee chair to create an academic CV because different fields have different requirements. For example, a student may find that a professional resume differs from the academic CV required for this portfolio process. Remember that CVs contain three main areas (order depends on the audience): research, teaching, and service. Get general tips on creating an academic CV.

Section 2: Statement of Professional Goals
Students will present a short paper detailing their academic, research, and professional goals in this section. One of the purposes of this section is to help the student's committee

understand what they want to accomplish with their PhD in the future. Different professional paths require different preparation during the program. For example, the skills for pursuing an academic position at a research university differ from those needed to run a consulting business, serve as an analyst at a research and evaluation firm, or work in a school district.

Students should first reread the original goals statement they prepared for admission into the program to communicate their professional goals clearly, then address how they currently view their role and how their work in the PhD program will help them reach their professional goals. Students should emphasize evidence of changes from the original goal statement to their current thinking and indicate relevant work accomplished. Students should include in this section:

1. A copy of the original Goals Statement from their admissions file.
2. A double-spaced, 3–5-page written description detailing their academic goals (specialization and supporting areas of study), research goals (problems, topics, theories, concepts, approaches, interests), and professional goals. This may include an optional pictorial representation of how their interests, experiences, and plans fit into a coherent conceptual framework. This creative diagram should concisely portray the intellectual substance of a student's developing identity as a scholar-practitioner.

Section 3: Field of Interest Discussion Essay

Students should use this section to communicate their current understanding of their area(s) of research interest, making connections among coursework they have taken. In 3-5 double-spaced pages, students analyze what they have learned about their area of research interest to this point in their academic career and situate this knowledge into the courses taken. Students will want to address the major connections and themes they see in their specialization. Students should also hyperlink relevant evaluated pieces of evidence from their **Academic Archive**.

Hints for the process of writing a Field of Interest Discussion Essay:

- Start by writing about an area(s) of interest, what is already known, and cite the research read, much like a short literature review;
- Once a student feels they have captured the essence of the relevant research area, think about which major papers they have written in courses fit in this overview;
- Hyperlink the relevant papers in your Academic Archive;
- Consider which major papers have been written that are not linked to this paper. Students might describe how they moved from those topics to the current topic.

From the information provided in this essay and presentation during the portfolio meeting, students should expect their committee to make recommendations for other articles, journals, and authors to read as they progress to Portfolio II.

Section 4: Proposed Program of Study

Students should carefully read section III: Program of Study Guidelines in this document and then prepare the required Program of Study digital form found on the PhD website. It

is recommended that the student share a pdf of the draft form of the document with the Chair so that changes can be made prior to formally routing the document.

Students should be prepared to answer the question, "How does the proposed program of study facilitate the accomplishment of students' goals?" at the portfolio meeting. The student's committee will make recommendations ensuring that the Program of Study will include the necessary courses to give students the skills they need to complete their dissertation and other professional goals. Students and their committee may agree to program changes at this meeting. All members of the Committee and the student should sign the Program of Study digitally, thereby accepting it as the approved program. From this point forward, students will include the Program of Study in all three portfolios, adjusting it as needed (and file each change with the PhD in Education office).

Section 5: Academic Archive
The Academic Archive is a repository of all the major course products from each course students have taken. It should include the student's major course assignment and evaluated papers with the instructor's comments.

Transcripts
Please include copies of transcripts submitted when applying to the PhD program in each portfolio. To facilitate the degree audit, students should update their Mason transcripts (unofficial is acceptable) for each portfolio presentation. These should be included in your Academic Archive, along with a statement explaining grades of C or lower or an Incomplete.

Evaluation of Portfolio I
Students should self-evaluate their materials with the Portfolio Assessment and Feedback I rubric for Portfolio 1 in this document. After the student's Portfolio I presentation, the faculty will use this rubric to evaluate the student's progress. It is the responsibility of the student to initiate the approval routing of the document by competing their section of the Portfolio 1 digital form found on the PhD Website.

Once a student passes their Portfolio review, approval documents should be added to their portfolio. Students should use the feedback received from their Program Advisory Committee from Portfolio Review I in preparing for Portfolio Review II.
Should a student not pass this portfolio assessment, they can conduct this review once more within three months of the date of the first Portfolio I presentation. Students who are unable to provide acceptable evidence of readiness to continue in the program at that second presentation will not be permitted to continue in the doctoral program.

Portfolio II

Purpose
The purpose of Portfolio II is to provide evidence of a student's ability to summarize the foundational and contemporary literature related to their area(s) of interest, situate their area of

study within their field, synthesize and analyze major contributors to their area(s) of interest, and elaborate and/or reflect on their professional and academic selves since Portfolio I.

Students must complete Portfolio Review II after accumulating 36 credit hours of coursework. After this review, students and their Portfolio Advisory Committee will digitally sign and submit the Portfolio Assessment Form (PAF) II. Include a copy of the PAF II in the portfolio. Students should use the feedback from their Program Advisory Committee from Portfolio Review II to prepare for the Comprehensive Portfolio Assessment.

Required Content
At the second portfolio meeting, students are expected to have set up the electronic portfolio and include links to the following six sections.

Section 1: Updated Vita

Section 2: Professional Update and Reflection Essay
Questions to inform this essay of approximately 1,000 words follow:

- How has the student addressed the feedback discussed and received in Portfolio 1?
- How has the student's academic, research, and professional goals evolved since Portfolio 1?
- Since Portfolio 1, how has the students' courses influenced their thinking and current area(s) of interest? Since Portfolio I, in what ways has the student engaged in their professional community? In what ways do their areas of interest and professional community influence each other?

Section 3: Foundational and Contemporary Literature Essay
The purpose of this essay is to demonstrate the student's breadth of understanding in the area(s) of interest. Questions to inform this approximately 1,000-1,500 word essay could include:

- What key issue(s) from the student's developing research interest(s)?
- Who are the major thinkers in the developing area(s) of research interest? What foundational and contemporary literature forms the student's understanding of their developing research interest(s)? In what ways are they complementary? In what ways do they disagree?
- Who has most influenced the student's thinking, and how is that work integrated into their thinking?
- Students should situate their area of interest in their field. The scope of this essay should be discussed with your chair as it will be different in various specializations.

Section 4: Depth of Knowledge Essay
The purpose of this essay is to demonstrate a more in-depth investigation within the broader parameters defined in the previous essay and for a more specific area of study. The essay should include references to relevant literature. Questions to inform this approximately 1000-1500 word essay may include:

- How might the student's developing work contribute to improved practice or the profession? Consider ethical, methodological, and theoretical contributions.

- What gaps occur in the foundational and contemporary literature? Consider gaps such as theoretical or methodological. Why do these gaps occur?
- How might the student address these gaps in their developing area(s) of interest?
- What is it about these issues that influence the student's thinking? Why are they compelled to address these issues?

Section 5: Program of Study
Update the Program of Study based on requirements or changes since Portfolio 1.

Section 6: Academic Archive
In addition to the major evaluated assignment from each course taken in the program (with the instructor's feedback), please include in this portfolio a link to the most recent transcript.

Evaluation of Portfolio II
Students should self-evaluate their materials with the Portfolio Assessment and Feedback II rubric for Portfolio 2 in this document. After the student's Portfolio II presentation, the faculty will use this rubric to evaluate the student's progress. It is the responsibility of the student to initiate the approval routing of the document by completing their section of the Portfolio II digital form found on the PhD Website.

Once a student passes their Portfolio review, approval documents should be added to their portfolio. Students should use the feedback received from their Program Advisory Committee from Portfolio Review II in preparing for Portfolio Review III.

Should a student not pass this portfolio assessment, they can conduct this review once more within three months of the date of the first Portfolio II presentation. Students who are unable to provide acceptable evidence of readiness to continue in the program at that second presentation will not be permitted to continue in the doctoral program.

Portfolio III: Comprehensive Portfolio

Purpose
Portfolio III provides comprehensive evidence of in-depth knowledge in the field before advancement to candidacy. The student should demonstrate broad knowledge of an area and be able to narrow it to a specific area of inquiry. The goal is to assess whether the student is prepared to advance to candidacy and enroll in EDUC 998: Doctoral Dissertation Proposal.

The Comprehensive Portfolio III is presented when all coursework is completed, with the one exception being an advanced research methods course (if the requirement has not yet been met). The Comprehensive Portfolio must be presented within the timeline for coursework completion before advancement to candidacy. Students should work with the Program Advisory Committee members to prepare these files. All committee members should receive the full portfolio at least two weeks before the meeting. At the meeting, students must provide all updated digital forms (e.g., Program of Study, Portfolio Assessment Review Sheet) for committee members to sign. All digitally signed documents should be submitted to the PhD in Education Office at the end of the Portfolio III meeting.

Required Content
At this final portfolio meeting, students are expected to have set up the electronic portfolio and include links to the following five sections.

Section 1: Updated vita

Section 2: Analytic Personal and Professional Essay
In an essay of approximately 1,000 words, please address the following questions:

- Since Portfolio Evaluation II, in what ways has the student continued to be engaged in their professional community?
- How has the student addressed the gaps or deficiencies in the Portfolio II Evaluation?
- What are the students' scholarly achievements, and how have they advanced their knowledge and experience beyond coursework?
- How has coursework influenced student thinking and work?
- Provide evidence of these changes through coursework products and assignments (provide hyperlinks within text to evaluated course products). If other scholarly products are available, they should also be hyperlinked.

Section 3: Knowledge Evidence Paper
Building and expanding upon essays from Portfolio II, the Knowledge Evidence Paper is a substantive document (approximately 30 pages) that serves as an in-depth investigation and identifies an area (or areas) of inquiry. It should synthesize significant lines of research and demonstrate a strong understanding of relationships between and among the major paradigms in your area of study. This paper should be scholarly (e.g., following the most recent APA style, appropriate use of citations, representative of an academic writing style in publication). The paper should provide the background for a proposal for a dissertation.

As students work toward preparing documents for portfolio III, they should meet regularly with their advisory committee chair and committee members to discuss the issues and areas of emphasis that are specific to their field.

The following may help to guide the discussion:

- Discuss how the student's breadth and depth of knowledge narrows to a specific area of inquiry
- Consider how the student's area of proposed study is situated in the broader literature
- Address the history of the research in this area
- Ensure that the major theorists and principal researchers are adequately represented
- Articulate the significance of the proposed research to the field
- Provide an empirically based justification for the proposed research
- Situate how a proposed study will be carried out with a brief overview of proposed methods and procedures to address key or central questions guiding the study.

This comprehensive Knowledge Evidence Paper should be evaluated, in addition to other evidence, to determine that the student possesses comprehensive knowledge of the selected field, can demonstrate the capacity for scholarly writing, and is prepared to undertake original research as a doctoral candidate. At the successful completion of the Comprehensive Portfolio III assessment, the student is advanced to candidacy and may enroll in EDUC 998, Doctoral Dissertation Proposal.

Please note that the Knowledge Evidence Paper does not bind the student to a particular topic for the dissertation, and the Comprehensive Portfolio Assessment should not be regarded as a Proposal Defense.

Section 4: Program of Study Final Review
At this time, the program of study and academic transcript should be identical. It is incumbent upon the student to ensure they satisfy all University and program requirements in order to proceed to the dissertation phase of the program. Should a student fail to take a required course, still have Incomplete(s) for a grade, or have outstanding bills with the University, they will not be allowed to proceed to EDUC 998: Doctoral Dissertation Proposal.

Section 5: Academic Archive
In addition to the major evaluated assignment from each course taken in the program (with instructor feedback), please include a link to the most recent transcript in this portfolio.

Evaluation of Comprehensive Portfolio
Students should self-evaluate their materials with the Comprehensive Portfolio Assessment and Feedback III rubric for Portfolio 1 in this document. After the student's Portfolio III presentation, the faculty will use this rubric to evaluate the student's progress. It is the responsibility of the student to initiate the approval routing of the document by completing their section of the Portfolio 3 digital form found on the PhD Website.

If the Comprehensive Portfolio Assessment notes any weaknesses or gaps in evidence of readiness for dissertation work, use feedback from this meeting to address each area of concern. Faculty must clearly specify all actions the committee requires before the student is judged to have fully passed the Comprehensive Portfolio Assessment on the digital form.

Note: Students will be given no more than three months to complete these requirements from the date of the first Portfolio III presentation, at which time the Program Advisory Committee will reconvene for another review. Students who are unable to provide acceptable evidence of dissertation readiness at that second presentation will not be permitted to continue in the doctoral program.

Portfolio Rubrics

Portfolio Assessment and Feedback I

George Mason University
College of Education and Human Development
Ph.D. in Education Program

Portfolio Assessment and Feedback I

Scoring Rubric

Portfolio I Sections	**Unacceptable**	**Competent**	**Advanced**
Section 1: Vita	Does not correspond to accepted features of the model vita. Entries not in APA style	Corresponds to accepted features of the model vita. Entries in APA	
Section 2: Statement of professional goals	Student role and place in PhD program is missing or unclear. Essay does not provide clear examples of change and is missing examples of connections between courses and professional life. Relevant work is missing in the essay.	Student role and place in PhD program clearly stated. Essay provides clear examples of change including connections between courses and professional life. Relevant work is woven throughout the essay.	Student role and place in PhD program clearly stated. Essay provides clear examples of change including connections between courses and professional life. Relevant work is woven throughout the essay. Essay provides evidence of deep analytical thinking about current doctoral work and professional life.
Section 3: Knowledge Discussion Essay	Connections among coursework taken in the foundations class, the research methods classes taken, and the student's specialization and emphasis area or concentration are missing or disjointed. Analysis of the field is missing or only makes minor connections. Hyperlinks are not functional.	Essay includes clear connections among coursework taken in the foundations class, the research methods classes taken, and the student's specialization and emphasis area or concentration. Analysis of the field includes broad connections. Hyperlinks are functional.	Essay includes clear connections among coursework taken in the foundations class, the research methods classes taken, and the student's specialization and emphasis area or concentration. Analysis of the field includes broad connections. Hyperlinks are functional. Student has made more connections than usual at this point in her/his doctoral career.

Section 4: Program of Study	POS and student's goals are not aligned	POS fits with student's goals	
Section 5: Academic Archive	Incomplete	Complete	
Language and Writing	Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development. Current APA format is not applied accurately.	Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing. Current APA format is applied accurately	Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing. Current APA format is applied accurately

Portfolio Assessment and Feedback II

George Mason University
College of Education and Human Development
PhD in Education Program

Portfolio Assessment and Feedback II

Scoring Rubric

Portfolio II Sections	**Unacceptable**	**Competent**	**Advanced**
Section 1: Vita	Does not correspond to accepted features of the model vita. Entries not in APA style	Corresponds to accepted features of the model vita. Entries in APA	
Section 2: Professional Update and Reflection Essay	Intellectual and professional goals are not clearly stated. Gaps from Portfolio 1 not addressed. Influence of coursework on student thinking is not stated. Engagement in professional community missing.	Intellectual and professional goals are updated and clearly stated. Gaps from Portfolio 1 addressed. Influence of coursework on student thinking is clearly stated. Engagement in professional community presented and described.	Integration and synergy of intellectual, professional goals, research experiences and coursework are well-articulated and addresses gaps from Portfolio 1. Student makes a conceptual link between her/his academic work and engagement in the professional community.
Section 3: Foundational and Contemporary Literature Essay	Understanding of the specialization(s) and research in the field is underdeveloped at this point in the program and is not clearly expressed.	Understanding of the specialization(s) and research in the field is appropriate at this point in the program and is clearly expressed.	Understanding of the specialization(s) and research in the field is advanced at this point in the program and is clearly expressed.
Section 4: Depth of Knowledge Essay	A key issue in the field is not identified. Historically influential and contemporary articles are not cited or not interpreted appropriately.	A key issue is clearly expressed and both historically influential and contemporary articles are cited and interpreted appropriately.	In addition to all expectations for a competent essay, this paper is written at a potentially publishable level.
Section 5: Program of Study	POS and student's goals are not aligned	POS fits with student's goals	

Section 6: Academic Archive	Incomplete	Complete	
Language and Writing	Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development. Current APA format is not applied accurately.	Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing. Current APA format is applied accurately	Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing. Current APA format is applied accurately

Comprehensive Portfolio Assessment and Feedback II

George Mason University *College of Education and Human Development* *PhD in Education Program* ***Comprehensive Portfolio Assessment III*** **Scoring Rubric**			
Portfolio III Sections	**Unacceptable**	**Competent**	**Advanced**
Section 1: Updated Vita	Does not correspond to accepted features of the model vita. Entries not in APA style	Corresponds to accepted features of the model vita. Entries in APA style	
Section 2: Analytic Personal and Professional Essay (Update from Portfolio 2)	Intellectual and professional goals are not clearly stated. Gaps from Portfolio 2 not addressed. Influence of coursework on student thinking is not stated. Engagement in professional community missing.	Intellectual and professional goals are clearly stated. Gaps from Portfolio 2 addressed. Influence of coursework and literature on student thinking is clearly articulated. Evidence demonstrates continuous engagement in professional community.	Analytic and personal and professional essay demonstrated a sophisticated and holistic understanding of the student's integration of her/his intellectual and professional goals. Professional and research experiences evident beyond the scope of coursework requirements.
Section 3: Knowledge Evidence Paper	Rationale for the significance or importance of the problem area is provided but lacks clarity. Connections to the research and literature in the student's specialization(s) are not well-articulated.	Rationale for the significance or importance of the problem area, or issue, is clearly identified and articulated leading to a researchable question(s). The study of the problem/issue represents a contribution to the field. Clear connections to the research and literature in the student's specialization(s) are well-articulated and gaps in the literature are identified/presented.	In addition to all expectations for a competent essay, an advanced essay also includes sophisticated analyses and critiques of theories, methods and conclusions mentioned in the literature. Student analyzes the gaps in the literature and proposes an inquiry agenda to address those gaps. In addition to all expectations for a competent essay, the student also includes a

		Student includes the data bases and search history for this research. The analysis of the literature is clearly and convincingly presented with the positions of the major scholars presented and discussed.	thorough and clearly presented history of the data bases and search history conducted for this problem area/issue. Resulting essay meets the standards for a research publication.
Section 4: Program of Study	POS and student's goals are not aligned with the transcript	POS fits with student's goals and is aligned with the official transcript	
Section 5: Academic Archive	Incomplete	Complete	
Language and Writing	Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development. Current APA format is not applied accurately.	Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing. Current APA format is applied accurately	Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing. Current APA format is applied accurately

V. DISSERTATION GUIDELINES

All doctoral candidates must satisfactorily complete a doctoral dissertation. The dissertation is the capstone to the PhD in Education and the culmination of doctoral study, and as such, the major responsibility for this work rests with the candidate who is expected to demonstrate the ability to conduct independent research through dissertation study.

There are two dissertation options within the PhD in Education Program: the traditional dissertation and the manuscript dissertation.

Dissertation Committee

It is the responsibility of the candidate's Doctoral Dissertation Committee, under the leadership of its Chair, to assist and supervise the candidate in the preparation of the doctoral dissertation and to ensure that the dissertation meets all standards for doctoral work, including being written in the style of the latest edition of the American Psychological Association. (For Kinesiology concentration, the latest edition of the *AMA Manual of Style* is allowed).

Members of this committee act in accordance with PhD in Education procedures to accept, modify, or reject a candidate's dissertation proposal(s), evaluate the candidate's oral presentation of the completed dissertation, accept or reject the candidate's completed dissertation, and certify the candidate's completion of all dissertation requirements necessary to qualify for graduation.

Committee Membership
The PhD in Education Program complies with George Mason's requirements for the graduate faculty (University Catalog AP.6.10.5) that only individuals that hold Graduate Faculty status are eligible to approve degree milestones, such as the comprehensive exam, advancement to candidacy, and the final dissertation defense. Candidates must select members of their Doctoral Dissertation Committee once they have passed the comprehensive assessment (Portfolio III) and while preparing their dissertation proposals (in the course EDUC 998: Doctoral Dissertation Proposal), but before presenting their dissertation proposal to their committee.

A doctoral candidate's Doctoral Dissertation Committee consists of at least three members with graduate faculty status. Members of the candidate's Doctoral Dissertation Committee may comprise members of the disbanded Program Advisory Committee or the candidate may select one or more new members.

The Chair of the Doctoral Dissertation Committee must be a core faculty member of the candidate's degree program (i.e., faculty affiliated with any PhD in Education Program specialization or concentration). The Doctoral Dissertation Committee Chair advises and supports the candidate in preparing, completing, and defending the dissertation. In some cases, a co-chair may be appropriate and may include faculty from another GMU academic unit, faculty external to the university, or non-tenure track faculty.

One committee member should be a full-time faculty member at GMU and have expertise in the research methods the candidate will employ in their dissertation. Additional committee members

may be from CEHD faculty, the GMU faculty outside of CEHD, or non-GMU faculty with an appropriate terminal degree. Additionally, committee members who are not full-time GMU faculty must be approved by both the Doctoral Dissertation Committee Chair and the PhD in Education Program Director.

Committee Approval
The committee formation process requires the approval of the candidate, all committee members, and the PhD in Education Program Director. When committee members have agreed to serve, the candidate must complete the Dissertation Committee Composition digital form on the PhD in Education Website for submission to the PhD in Education Director for confirmation that all committee members meet George Mason's requirements for eligibility to serve.

Additional Recommendations for Multiple-Paper Dissertations
The PhD in Education includes two committees for doctoral students: (a) the program advisory committee and (b) the dissertation committee. Since, the manuscript dissertation may require more planning during the coursework stages of the dissertation (e.g., in the preparation of syntheses papers or conducting pilot studies), students are strongly encouraged to maintain some common membership in the committees from Portfolio 2 to Portfolio 3 and then to the dissertation committee. Committee members may be added or removed **consistent with university and program policies** but the student will require consistent planning and support throughout the process.

Change in Committee Membership
Once established and approved, the Doctoral Dissertation Committee membership may only be altered with prior approval of the PhD in Education Program Director. Consideration of a change in committee membership should include a discussion with the Doctoral Dissertation Committee Chair or the Director of the PhD in Education Program if the change concerns the committee chair. A candidate requesting a change in committee membership must first ascertain the new member's willingness to serve before submitting the written request and indicate this on the request. To initiate a committee member change, the candidate must request the change in writing using the Dissertation Committee Composition digital form on the PhD in Education Website.

If a candidate's Doctoral Dissertation Chair retires or resigns from GMU before the conclusion of the dissertation process, and agrees to continue to advise the candidate, that individual can serve as Co-chair along with a GMU faculty member as long as they have been granted legacy graduate faculty status. If the Chair or another faculty member on the candidate's Doctoral Dissertation Committee leaves the University, the candidate may select a replacement without approval from the PhD Director, although the candidate needs to inform the PhD Office of their replacement using the Dissertation Committee Composition digital form on the PhD in Education Website.

Option 1: Traditional Dissertation

The purpose is for the PhD in Education candidate to clearly demonstrate the ability to apply disciplinary foundations and methods in a chosen area of specialization. It must integrate knowledge of various disciplines with relevant educational practice and theory. The dissertation must also make a significant contribution to existing knowledge or practice in education.

To be acceptable, a PhD in Education dissertation must:

1. Address a clearly identified major societal or educational need or issue as derived from the literature in the field, analysis of research, projection of trends, and other accepted sources;
2. Have implications for education beyond local school audiences, clients, or settings;
3. Be scholarly -- it should be grounded in critically evaluated research and theory and presented in a form consistent with the highest standards of organization and writing or other appropriate form of communication;
4. Clearly relate to a facet of education (as broadly defined);
5. Be theoretically and conceptually grounded and utilize appropriate analytical techniques;
6. Furnish tangible evidence that the candidate can produce new knowledge or a new product for use in educational practice in a school, industrial, or governmental setting;
7. Be consistent with ethical guidelines for professional practice (e.g., follow IRB guidelines for research with human subjects when applicable).

A PhD in Education dissertation must be original, new work and not replicated research or work completed before entering the PhD in Education Program or undertaken while in the program. It must also meet the standards of doctoral-level scholarship and research. If a dissertation expands on prior research, it must go significantly beyond that work and do so in a manner appropriate to doctoral-level research. A candidate's Doctoral Dissertation Committee is responsible for ensuring that a dissertation does not duplicate previous work by the candidate or others.

Traditional Dissertation Format

The traditional dissertation is written in five chapters:

Chapter 1: Introduction

- An introduction that clearly establishes the educational problem, a conceptual framework (if applicable), the research questions to be addressed, and definitions of key terms.

Chapter 2: Review of the literature

- A thorough review of the existing research literature(s) in the areas related to the proposed dissertation study.

Chapter 3: Methods

- A detailed description of the proposed research methods for the dissertation study.

Chapter 4: Results

- A presentation of the data analysis and findings for each research question.

Chapter 5: Discussion & Conclusions

- A thoughtful discussion of how the study findings contribute to the existing research base, limitations, and educational implications.

Option 2: Manuscript Dissertation Process

The manuscript dissertation is one response to considering how the dissertation can better support candidates seeking research careers after graduation and in encouraging greater dissemination of research findings in education (Duke & Beck, 1999; Nehls & Watson, 2016). The manuscript-style dissertation is one type of dissertation format consisting of multiple papers in published or publishable form (Nehls & Watson, 2016). The candidate engages in research during doctoral study while writing in a format consistent with the expectations of their work after graduation. As a learning process, this results in both publishable artifacts of the research and an experience consistent with their career goals.

The manuscript dissertation includes **at least three publishable papers** and **at least one chapter** to describe the organizational framework that connects the papers as a program of research. **A concluding chapter** should discuss implications, limitations, and further research related to the completed studies. However, as with any dissertation, the manuscript dissertation is considered original research completed by the candidate with the guidance of the Doctoral Dissertation Committee. For the purposes of the multiple-manuscript dissertation, one meta-analysis or systematic synthesis of the literature related to the dissertation can be considered "original research."

The same expectations for high-quality, ethical research apply to the manuscript format as to any dissertation. The manuscript-style dissertation process described here has two goals guiding the process.

Goals

1. To support candidates' professional goals in research-intensive careers post-graduate school
2. To enhance and encourage wider dissemination of research by candidates and faculty

Key Features

1. Develop a program of research with committee guidance
2. Promote publishing and dissemination by the student
3. Support sharing of findings and research more rapidly

Multiple Manuscript Dissertation Format

The dissertation should include the "cover" chapters that **introduce (i.e., Chapter 1) and summarize (i.e., Chapter 5)** the multiple papers within the dissertation. These chapters should describe the program of research the manuscripts support. The committee might approve additional papers beyond the three central papers at their discretion.

The dissertation also includes the manuscripts themselves. In the event that copyright related to a published paper would prevent a full paper from inclusion in the dissertation, then a summary of the paper is acceptable including a reference to the published manuscript. Candidates should attend to the copyright policies of intended journals as they are preparing manuscripts. The candidate and the dissertation committee should also include appropriate use of the university's embargo policy for dissertations where appropriate.

The current CEHD template for multiple-paper dissertations should be used. The three central papers should be of a **quality consistent with publication in peer-reviewed journals** in the discipline or related disciplines.

Additional Requirements for the Multiple Manuscript Dissertation
Deadlines and overarching procedures should be consistent with program, college and university guidelines, catalog, and deadlines. However, there are specific guidelines for the manuscript dissertation to support both the candidate and the dissertation committee. As a result, there are **additional requirements** for planning and executing a manuscript-style dissertation.

Duke, N. K., & Beck, S. W. (1999). Education should consider alternative formats for the dissertation. *Educational Researcher*, *28*(3), 31–36. https://doi.org/10.2307/1177255

Nehls, K., & Watson, D. (2016). Alternative dissertation formats: Preparing scholars for the academy and beyond. In V. A. Storey & K. A. Hesbol (Eds.), *Contemporary approaches to dissertation development and research methods* (pp. 43–52). Hershey, PA: IGI Global.

Dissertation Proposal Defense

To begin work on a PhD in Education doctoral dissertation, a candidate is required to (a) form a Doctoral Dissertation Committee that meets George Mason's criteria for service, (b) orally defend the dissertation proposal to the committee in an open meeting, (c) submit formal approval by all committee members to the PhD in Education Office, and (d) receive approval of the university's Institutional Review Board (IRB), if the dissertation involves human subjects. Candidate work on a dissertation that does not conform to all of these requirements cannot be counted toward completion of dissertation requirements.

The candidate will write a formal draft of the dissertation proposal that includes:

Traditional Dissertation Proposal	Manuscript Dissertation Proposal
Chapter 1 An introduction that clearly establishes the educational problem, a conceptual framework (if applicable), the research questions to be addressed, and definitions of key terms.	**Chapter 1** An introduction that clearly establishes the educational problem, a conceptual framework (if applicable), a rationale for each of the 3 manuscripts (including research questions), and definitions of key terms. **Literature Review** (that will become part of the completed papers)
Chapter 2 A thorough review of the existing research literature (or literatures) in the areas related to the proposed dissertation study.	**Chapter 2 (Study 1)** A detailed description of the proposed research methods and data analysis plan for the first study. OR

	Manuscript 1 that includes an introduction, literature review, methods, results, and discussion/conclusions.
Chapter 3 A detailed description of the proposed research methods and data analysis plan for the dissertation study.	**Chapter 3 (Study 2)** A detailed description of the proposed research methods and data analysis plan for the second study. OR Manuscript 2 that includes an introduction, literature review, methods, results, and discussion/conclusions.
	Chapter 4 (Study 3) A detailed description of the proposed research methods and data analysis plan for the third study.
References	**References**
Appendices	**Appendices**

Two weeks before the scheduled meeting, candidates must submit the final draft of their dissertation proposal to all committee members and also notify PhD in Education Program (), so that the date of the scheduled oral dissertation proposal defense can be publicized. The Program Manager can also assist with securing a physical presentation room if needed.

In the oral examination, the candidate will present the proposed dissertation study(ies), and the Doctoral Dissertation Committee will discuss and critically evaluate the draft. Following this examination, the candidate's dissertation committee determines whether the dissertation proposal under examination is acceptable as submitted or needs further revision or work and the candidate is so notified. It is the candidate's responsibility to complete their section of the required Dissertation Proposal Defense digital form so that it routes to their committee members and the PhD in Education Office for needed approvals.

Should a candidate not pass their Dissertation Proposal Defense, they can conduct this Defense once more within three months. Candidates who are unable to provide acceptable evidence of readiness to continue in the program at that second presentation will not be permitted to continue in the doctoral program.

Additional Requirements for the Multiple-paper Dissertation
All students in the PhD in Education program are required to have a proposal defense meeting of the student and the committee to approve the dissertation proposal. However, given the requirements of the manuscript-style dissertation, **an added planning meeting** is suggested to

discuss and outline what papers may be included in the dissertation (e.g., if papers that have already been written may be included) and the overall structure of the project. Upon completion of the planning meeting, the student should submit the dissertation committee form and a summary of the planning meeting discussion to the PhD Director.

The second proposal meeting should include an oral defense of the full, written proposal **including literature review, research methods, timeline, and proposed papers for inclusion**. The proposal should also address authorship of papers. The candidate should be the **lead author or sole author** on the research papers but there may be collaborators including members of the dissertation committee or other students. In the case of a collaborative project that may be included in the dissertation, the candidate's role in the research must be clearly outlined and described.

Institutional Review Board

All PhD in Education doctoral dissertations proposed to have human subjects must receive clearance from the Mason Institutional Review Board (IRB) (following Mason policies and procedures). Such review and approval must be obtained in writing before beginning the dissertation. Final faculty approval of a dissertation requiring review board clearance is contingent on receipt of this approval.

Information for securing IRB approval is located on George Mason's Human Subjects Website. With the support of their Doctoral Dissertation Chair, it is the responsibility of the candidate to apply for and receive approval from the IRB **before** beginning data collection, including all studies that are part of a Manuscript Dissertation. Any dissertation focusing on the study or involvement of human subjects undertaken without prior written authorization will not be deemed to meet George Mason or PhD in Education Program requirements and will not be authorized or sanctioned by the PhD in Education Director. In addition, the candidate is subject to penalties from the IRB Office.

Dissertation Defense

After completing the dissertation research, the candidate will write a formal draft of the finished product. The body of the paper, excluding front matter and end matter required by the library, includes:

Traditional Dissertation	Manuscript Dissertation
Abstract	**Abstract**
Chapter 1 An introduction that clearly establishes the educational problem, a conceptual framework (if applicable), the research questions to be addressed, and definitions of key terms.	**Chapter 1** An introduction that clearly establishes the educational problem, a conceptual framework (if applicable), a rationale for each of the 3 manuscripts (including research questions), and definitions of key terms.
Chapter 2	**Chapter 2**

A thorough review of the existing research literature (or literatures) in the areas related to the proposed dissertation study.	Manuscript 1 that includes introduction, literature review, methods, results, and discussion/conclusions.
Chapter 3 A detailed description of the proposed research methods for the dissertation study.	**Chapter 3** Manuscript 2 that includes introduction, literature review, methods, results, and discussion/conclusions.
Chapter 4 A presentation of the data analysis and findings for each research question.	**Chapter 4** Manuscript 3 that includes introduction, literature review, methods, results, and discussion/conclusions.
Chapter 5 A thoughtful discussion of how the study findings contribute to the existing research base, limitations, and educational implications.	**Chapter 5** A thoughtful discussion of how the collective findings from the 3 manuscripts contribute to the existing research base, limitations, and educational implications.
References	**References**
Appendices	**Appendices**

Two weeks before the scheduled meeting, candidates must submit the final draft of their dissertation to all committee members and also notify PhD in Education Program (), so that the date of the scheduled oral dissertation proposal defense can be publicized. The Program Manager can also assist with securing a physical presentation room if needed.

In the oral examination, the candidate will present findings from the dissertation, and the Doctoral Dissertation Committee will discuss and critically evaluate the draft. Following this examination, the candidate's dissertation committee determines whether the dissertation under examination is acceptable as submitted or needs further revision or work and the candidate is so notified. It is the candidate's responsibility to complete their section of the required Dissertation Proposal Defense digital form so that it routes to their committee members and the PhD in Education Office for needed approvals.

Once all committee revisions have been satisfied, the candidate must submit the completed dissertation to the PhD in Education Director for Dissertation Formatting Review.

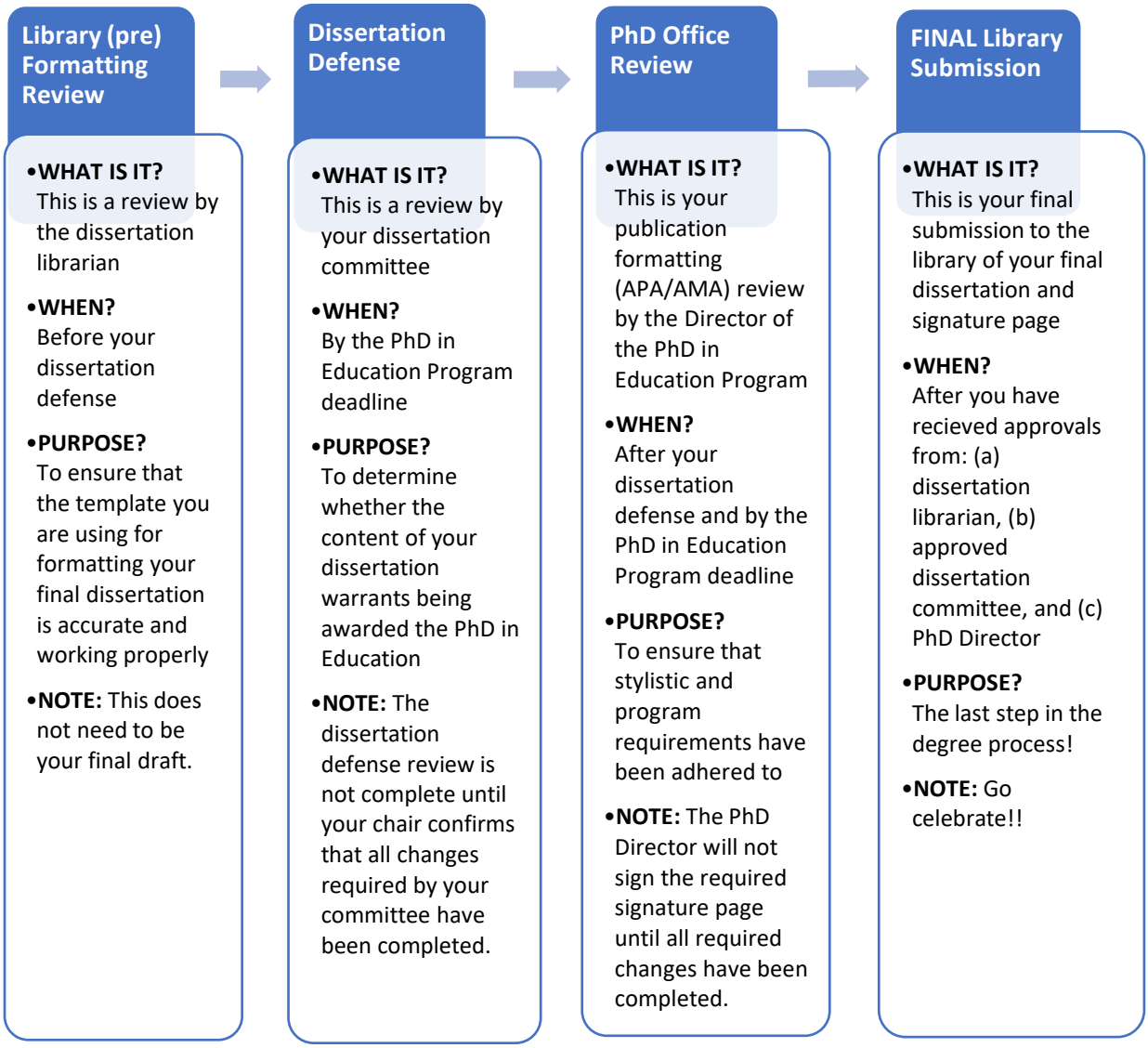
Final Dissertation Review

A multi-step process is used to ensure that a candidate's approved dissertation is ready to be published. Following is an overview of the process. Further directions will be sent out by the program manager to candidates in the semester they declare their intent to graduate.

Who Needs to Review My Dissertation?

	Dissertation Committee	PhD Director	Dissertation Librarian
Dissertation Content	X		
APA Formatting	X	X	
Front/back matter		X	
Library Template			X

What are the Steps in the Process?



University Dissertation Submission

For degree conferral in a particular semester, all required documents and materials must be submitted to University Dissertation and Thesis Services according to the semester deadlines (For specific materials, deadlines, and more information, please refer to the websites of the University Dissertation & Thesis Services and the University Registrar and the Graduate Requirements section of this document.