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Foreword

This Graduate Student Handbook has been prepared to serve as a guide for prospective and current students about programs of graduate study in Administration and Supervision offered by the Department of Leadership, Foundations and Policy in the Curry School of Education at the University of Virginia. An attempt has been made to provide information herein regarding matters of policy and procedure that are of general interest. This document is intended to supplement, but not supplant, the *University of Virginia Graduate Record*, which outlines university policies for graduate students. Students should become familiar with the information in this document as well as other documents generated by the Curry School of Education and the University of Virginia that pertain to his or her course of study.

Specific inquiries regarding interpretation of policies and procedures should be directed to the Administration and Supervision Program Coordinator or the Chair of the Department of Leadership, Foundations and Policy at the Curry School of Education.
Brief History

The Curry School of Education, founded with two professorships in 1905 as one of the academic schools of the University, was endowed by gifts of $100,000 from John D. Rockefeller and $50,000 from the State General Education Fund. The school was named for Dr. J. L. M. Curry, a native Georgian whose accomplishments made him a man of great renown throughout the antebellum and reconstruction South. In addition to being an ordained minister, a Harvard law graduate, a member of Congress, and a U.S. Ambassador, Dr. Curry was a historian, author, college professor, and strong advocate of universal education.

In 1919, the school was given a professional status similar to that of the Schools of Law, Medicine, and Engineering; and, in 1950, a graduate division was established, offering the degrees of Master of Education and Doctor of Education. An Education Specialist degree was approved and initiated in 1974.

In 1968, the Curry School of Education entered a period of rapid and significant growth. By the mid-1970s, the faculty had increased to its current size of 120 members, and there are now more than 20 specialized programs. The school has assumed a strong leadership role in the state by training educational personnel, providing valuable professional experiences, and generating scholarship to serve the broader educational community.

The Curry School of Education is committed to developing undergraduate and graduate programs of study that rank among the best in the nation. A major goal is to prepare professional educators who will become leaders in their respective fields. To this end, we strive to discover new challenges and ideas for solving them. We then create the tools needed for those solutions. Our ultimate goal is that the work done at Curry creates positive change in the current state of education, locally, nationally and globally.

DISCOVER. . . . CREATE. . . . CHANGE
General Information about the Administration and Supervision Program

Purpose

The Curry School of Education has two major missions. The first is to prepare personnel to work in America's educational system, pre-kindergarten through collegiate levels, and to conduct research and scholarship that address problems and issues of importance to our educational system. Through partnerships with other organizations and educational institutions, the Curry School is committed to developing exemplary and innovative approaches to preparing future educators. The second mission is to conduct research in a broad range of areas such as psychological/emotional development, physical development and fitness, and speech/language/auditory development. These areas contribute to the betterment of the human condition and are directly related to increased learning and successful experiences in our educational system.

Curry School offers graduate students extensive opportunities for experience in research. In addition, the University's reciprocal relationships with school divisions and other educational agencies allow for practicum experience and provide opportunities to study the implementation of change in varied institutional settings. Further information about the Curry School of Education and its programs is available online at http://curry.virginia.edu

The Program Area of Administration and Supervision is an integral part of the Curry School of Education’s mission to prepare a wide array of professionals for America’s schools and was ranked by U.S. News & World Report 2017 as the 8th best Administration and Supervision program in the nation. Established in 1932, it is an instructional, research, and service unit of the Curry School of Education. The major purpose of the program is the preparation of educational leaders for the public schools of the Commonwealth of Virginia and the nation. Graduates of the program provide leadership in individual schools (both private and public), school divisions, state departments of education, and professional organizations. Many graduates now serve in the roles of assistant principals, principals, curriculum specialists, assistant superintendents, and superintendents. Their success is reflected, to some degree, in the number of Curry-trained educators who lead Virginia’s public schools as superintendents. The program additionally seeks to contribute to human understanding and knowledge through continuing inquiry into the nature of educational leadership and leader effectiveness at all levels.

The Administration and Supervision program area offers four degree options and a non-degree course of study for state endorsement in PreK-12 Administration and Supervision for the Commonwealth of Virginia. The Ph.D. program is offered on a traditional basis as a full-time course of study while the other programs are offered on a part-time basis for working professionals. Required courses are offered on a rotating basis in the evenings or on weekends. The Master’s program (M.Ed.), Specialist program (Ed.S.) and certificate-only programs are designed for initial preparation of students interested in school leadership. Administrative endorsement can be pursued in conjunction with the M.Ed. or Ed.S. The Executive Studies in Educational Leadership Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) are designed for advanced preparation of school leaders and researchers.
Each of the degree and certificate-only options are described below.

**Programs of Study**

1. **Certificate-only Program** (non-degree, preK-12 Administration and Supervision endorsement).

   This is a state-approved program for individuals seeking endorsement in pre K-12 Administration and Supervision in the Commonwealth of Virginia. The program is intended for individuals who have earned a master’s degree and are seeking state endorsement and a position as principal, assistant principal or central office supervisor.

2. **Master of Education Degree (M.Ed.)**

   The Master of Education degree program is designed for experienced educators who wish to enhance their professional preparation or prepare for entry level leadership positions in educational organizations. The graduate of this program is expected to possess the professional attributes and competencies needed to qualify for a position of responsible leadership. Thirty (30) credits are required for the master’s degree program. For students seeking state endorsement, 30 credits of core coursework are required, a 3-credit elective and a 3-credit internship totaling 36 credits. All students must pass the State Leadership Licensure Assessment (SLLA) given by the Educational Testing Service (ETS) and required by the state to become eligible for graduation. See the guidelines for the Administrative Internship experience in Appendix B.

3. **Education Specialist Degree (Ed.S.)**

   **SPECIAL NOTE:** THE EDUCATIONAL SPECIALIST PROGRAM IS BEING RE-DESIGNED AND IS CURRENTLY CLOSED TO NEW APPLICANTS.

4. **Doctoral Degrees (ExSEL Ed.D. and Ph.D.)**

   Programs leading to the degrees of Doctor of Education and Doctor of Philosophy are designed to provide advanced preparation for professional and scholarly leadership. The primary purposes of the Executive Studies in Educational Leadership (ExSEL) Doctor of Education degree program are to provide experienced educators with a broad and systematic understanding of preK-12 education, knowledge of selected aspects of educational theory and practice, and an ability to both conduct research and evaluation and to apply those research findings in an informed and critical manner. The Doctor of Philosophy program in Educational Leadership is designed to prepare graduates to develop a scholarly line of research and to teach in higher education. The program includes rigorous, content-specific coursework, a research apprenticeship, and other experiences to prepare graduates to: (1) conduct research on topics related to educational leadership, (2) analyze school and school system performance, and (3) educate future professors of educational leadership.
**Tuition and Fee Information**

1. Payment of Fees

   Any person who undertakes any form of academic study within the University, including supervised research, or who uses any University facilities, or who consults regularly with a faculty member concerning graduate work, must register as a student and pay the course or research fees specified in the Tuition, Fees, Housing, and Dining section of the Graduate Record.

2. Special Tuition Fees for School Personnel

   School employees under contract have the benefit of paying a reduced rate for up to two classes taken during an academic session. This special fee applies to individuals employed in Virginia’s public K-12 schools or private schools that are members of the Virginia Council of Private Education and are accredited by such. Educators under contract in licensed K-12 residential schools are also eligible for special tuition fees. Eligibility for the special tuition rate must be documented at the beginning of the course of study; eligibility is maintained as long as the student is continuously enrolled. Please see this website for further information: http://curry.virginia.edu/forms/educator-tuition-app

3. Reduced University Charges

   Students who are candidates for advanced degrees and who carry course loads of fewer than twelve credits are permitted to pay reduced University tuition and/or fee charges. (Note: to establish full-time status for doctoral residency, at least twelve credits must be carried.)

   A student not in residence at the University who wishes to return to receive a degree or take an examination (e.g., comprehensives, research, qualifying exams) must pay the affiliate fee for the semester or summer session during which the degree is conferred but is exempt from all other fees.

**Summer Session**

Students interested in taking a summer class on-grounds must register through the Summer Session Office: [www.virginia.edu/summer/admission](http://www.virginia.edu/summer/admission). Inquiries concerning summer offerings should be addressed to the Director of the Summer Session, Garrett Hall, University of Virginia, P.O. Box 400161, Charlottesville, VA 22904-4161. Off-grounds summer courses are offered through each of the University’s off-grounds centers.
**Guidelines for Students with Significant Life Events**

The administration, faculty and staff at the Curry School of Education seek to support all students in whatever ways possible during their program of studies. Any number of life circumstances can interrupt students’ ability to continue their studies, either for a short or long period of time. Life events can include family crises, major illness, or the adoption or birth of a child. The following guidelines represent the position of the Curry School of Education when students need to request accommodations during coursework, graduate assistantships, mentorships or internships.

Whenever possible, students are expected to be proactive in making arrangements for anticipated absences from classes and other commitments. This often entails meeting with their advisor, instructors and other individuals (e.g., clinical or internship supervisors, doctoral mentors, graduate or teaching assistantship supervisors) with whom they are working during the semester.

Each supervisor, advisor, and/or instructor will evaluate the content, schedule, work load and other elements of study within his or her own domain and work with the individual student to determine the amount of leave time needed from academic commitments. In the case of coursework, the instructor will decide if the coursework or field experience can be made up later, if an incomplete is appropriate, or if a course will need to be retaken at a different time. Typically, if a student expects to miss more than 20% of class time, it may be to that student’s benefit to take the course at a later time. Decisions will be made on a case-by-case basis and instructors may approach absences from their classes differently from one another. When the absence will affect assistantships, mentorships and internships, supervisors will work with students and determine ways in which the student can meet requirements given the specific personal circumstances, such as extensions or reorganization of a student’s commitments on a short-term basis. Decisions will be made in concert with the student, instructor, advisor, program coordinator and department chair.

It is the goal of the Curry School of Education to both ensure a rigorous academic program for its students and accommodate their life circumstances to the extent possible.
Program Requirements and Policies

Master of Education Degree (M.Ed.)

The Master of Education degree requires at least 30 credits of graduate study and 36 credits for those also seeking endorsement. The program also requires an internship experience for endorsement candidates and a comprehensive examination for all graduates.

Candidates for endorsement are responsible for completion of all other state requirements. In addition to completion of Curry’s approved program of studies and internship, candidates are required to have a passing score on the School Leaders Licensure Assessment (SLLA) and a minimum of three years of successful classroom teaching experience with a Virginia teaching license. Detailed information about Virginia requirements for endorsement in preK-12 Administration and Supervision may be accessed on the Virginia Department of Education website.

1. Admission Requirements

Applications should be submitted to the Office of Admission and Student Affairs of the Curry School of Education. Applications and guidelines for submission can be accessed through the Curry website. To be considered, applicants must:

   a) hold a baccalaureate degree from an accredited college or university;
   b) have a B average or better for the last two years of undergraduate study;
   c) submit an online application for admission and official transcripts of all previous undergraduate and graduate work;
   d) submit official score reports for the Graduate Record Examination (scores must be less than five years old);
   e) submit at least two letters of recommendation from professionals who can attest to the applicant’s academic promise as a graduate student and a professional educator;
   f) submit a current résumé; and
   g) submit a statement of professional goals.

2. Program Requirements

To earn a Master of Education degree, the following minimum requirements must be met:

   a) A minimum of 30 credits of coursework for the master’s degree or 36 credits of coursework for the master’s degree plus endorsement;
   b) At least 24 credits, for 30 credit programs, and 30 credits for 36 credit programs completed after admission to the program;
   c) Satisfactory performance on the School Leaders Licensure Assessment (SLLA) or satisfactory performance on an optional comprehensive examination in the program area.
3. School Leaders Licensure Assessment (SLLA) and Comprehensive Examinations

Students are expected to take the School Leaders Licensure Assessment (SLLA) administered by the Educational Testing Service (ETS) as they approach the end of their program. The SLLA exam must be taken early enough to allow 15 business days for ETS to report scores to Curry. If scores do not arrive on or before the deadline date each semester (May 1, June 1, and Dec 1) the student will not be able to graduate in that semester and will be required to pay a fee to graduate in the next semester.

Students who do not anticipate applying for the PreK-12 administrative endorsement, may choose to take a comprehensive exam. When nearing completion of the program of study, the student must, with the advisor's approval, take and pass a comprehensive examination which is evaluated by two faculty readers. Satisfactory performance must be demonstrated before the student can graduate. A student who fails to perform satisfactorily on the comprehensive examination may petition for one re-examination.

4. Transfer Credit

Students may apply a maximum of 6 credits (total) toward the degree requirements of the M.Ed. This 6-hour maximum includes courses taken at the University, courses taken at different off-grounds centers and courses taken outside the University (transfer courses). All courses applied to the Master’s Degree must be at the graduate level (those taken at the University of Virginia or transferred into the program) and approved by the advisor. If a student has a specific request to count more than 6 credits earned prior to admission (after admission and with advisor approval), the student may file for a policy exception.

5. Time Limit

All requirements for the M.Ed. must be completed within 5 years of the time a student enrolls in the first course in his/her program following admission to the program. Only courses completed within 5 years of beginning the Master’s Degree program (after admission) will be counted toward completion of degree requirements.

6. Application for Degree and Graduation

Application for graduation must be submitted to the Curry School of Education at the beginning of the semester in which the degree is to be awarded. Search for “graduation and endorsement guidelines” for Administration and Supervision on the Curry School website: http://curry.virginia.edu/
Educational Specialist Degree (Ed.S.)

SPECIAL NOTE: THE EDUCATIONAL SPECIALIST PROGRAM IS BEING REDESIGNED AND IS CURRENTLY CLOSED TO NEW APPLICANTS.

Executive Studies in Educational Leadership (ExSEL) Doctor of Education Degree (Ed.D.)

The Executive Studies in Educational Leadership (ExSEL) doctoral program prepares individuals who recognize that America’s future depends on imagination, creativity, disciplined inquiry, and team work. The program was redesigned in 2011 as an advanced leadership preparation experience for working professionals to reflect the changing demands of educational leadership and the evolving skills required for effective practice. It is unique in its approach, facilitating a deeply engaging a cohort of school leaders in a community of practice, similar to what they will create, in turn, for professionals in their own workplaces. The goal of this approach is to integrate knowledge and skills from a variety of relevant disciplines into a set of carefully designed learning experiences to transform individuals into evidence–based leaders.

1. Admission Requirements

Admissions to the Executive Studies in Educational Leadership Doctor of Education cohort is on a competitive basis with the following requirements for consideration:

a) online application for admission;
b) official transcripts for all undergraduate and graduate work (must have an earned Master’s Degree);
c) outstanding record as an educator with evidence of (1) innovation in current leadership role, (2) demonstrated ability to mobilize others to improve education, (3) interest in reflection and inquiry, and (4) commitment to improving educational opportunities for students;
d) official score reports for the Graduate Record Examination (scores must be less than five years old);
e) two strong references for doctoral work;
f) evidence of strong writing ability - submission of a writing sample describing an example of your leadership in 2000 words;
g) statement of professional goals; and
h) participation in faculty-conducted all day assessment which includes an interview, leadership exercise, speaking exercise, and writing sample.

2. Program Requirements

To earn a Doctor of Education degree in Executive Studies in Educational Leadership, the following minimum requirements must be met:

a) The student must earn 72 credits. A maximum of 24 credits from the master’s program may be applied to the program.
b) Successful completion of 18 credits in prescribed leadership classes, 18 credits in research, 24 elective credits (including transfer credit), and 12 credits in the capstone dissertation.

c) Successful completion of a written comprehensive examination. The comprehensive examination must be completed before drafting the capstone dissertation proposal.

d) Successful completion of all capstone dissertation requirements, including (a) defending a dissertation proposal as determined by the doctoral committee; (b) planning the dissertation, obtaining Institutional Review Board (IRB) approval, and carrying out a research study appropriate to the problem of practice and (c) passing an oral examination on the conduct and conclusions of the dissertation. (All other requirements must be completed before this defense.)

3. Record of Progress

Students must complete and keep current their official Record of Progress Form. This form may be obtained online at the Curry School website. The Record of Progress should be started upon initial registration and kept up to date throughout the doctoral program. It is used for advising purposes and undergoes an audit by the advisor to approve the student’s eligibility for graduation. The Record of Progress form can be accessed at: http://curry.virginia.edu/ under the “Resources” tab.

4. Doctoral Committees

After approximately twelve credits of study, a doctoral committee is formed; this committee is responsible for the design of the program of study and supervises the student through all activities until the comprehensive examination is completed. The committee must consist of a minimum of three faculty members of the University, appointed to the rank of assistant professor or higher, with at least one faculty representing the Administration and Supervision program area. One faculty member on the committee may be from outside the program area and two members must be from the Curry School, including the committee chair or co-chair.

When all program requirements are met, including the successful completion of the doctoral comprehensive examination, the student is responsible for constituting a capstone dissertation committee of three members. This committee is responsible for the approval of a dissertation proposal after it has been presented and defended; the supervision of the dissertation; the final approval of the dissertation, based on its written form; and the student’s oral defense of the dissertation.

5. Comprehensive Examination

When nearing completion of the program of study, and with the approval of the major advisor, the student requests a written examination. The time, place, content, specific format, and evaluation of the examination shall be determined by the doctoral committee. Two committee members must judge the student's performance to be satisfactory and must
verify successful completion of the exam by signing the student's Record of Progress form. If the student performs unsatisfactorily on the written exam, the committee may be petitioned for one re-examination. Subsequent failure on the written exam precludes further doctoral study in the Curry School of Education.

6. Capstone Project Dissertation Guidelines

See the Capstone Project Manual on the Curry School of Education webpage at http://curry.virginia.edu under the “Resources” tab for guidance on the entire capstone process.

7. Enrollment Requirement

A student must be continuously enrolled at the University while working toward the degree and must reapply for admission into the Ed.D. program if no credit toward the degree is earned for one year (12 months). Failure to maintain continuous enrollment will require students to reapply and are subject to changes in faculty availability, admission requirements and standards at the time of reapplication.

8. Transfer Credit

Up to 24 credits from previous graduate work and/or non-topical research may be applied to the Ed.D. program with the approval of the doctoral committee.

9. Time Limit

All requirements must be completed within seven years of admission or four years after passing the Ed.D. comprehensive examination. Exceptions to this policy must be approved by all members of the doctoral committee, the department chair, and the Associate Dean for Academic and Student Affairs, and is granted only when some emergency, such as illness, interrupts the student's work. In such cases, the student may be required to validate out-of-date work by examination. Program committees must determine the appropriateness and currency of all course work, especially if it is eight or more years old.

10. Application for Degree and Graduation

Application for the Ed.D. degree must be submitted by the student in accordance with the calendar deadlines. Forms are available online at the Curry School website and should be submitted to the Office of Admission and Student Affairs. All students, including those who have taken the bulk of their coursework at an off-grounds center, must be registered for coursework at the Curry School during the semester in which the degree is to be awarded. If students are not taking courses, they may maintain enrollment by paying a University non-resident fee through the Office of Admission at the Curry School. Candidates who do not receive degrees in the session for which their applications have been approved must renew their applications in proper form at the beginning of the session in which candidacy for the degree is desired.
The student’s completed Record of Progress along with an official transcript of all applicable course work from the University of Virginia or elsewhere must accompany this application for final review by the Office of Academic and Student Affairs.

(Special Note: Completion of the ExSEL doctoral program does not satisfy Virginia licensure requirements for an endorsement in administration and supervision.)

**Doctor of Philosophy Degree (Ph.D.)**

The Ph.D. program in Educational Leadership is designed to prepare graduates for college or university positions in educational leadership. This full-time doctoral experience immerses students in the culture of academia and provides mentoring in the traditional activities of paper presentations, publications, and grant writing associated with higher education positions. The program includes coursework, a research apprenticeship, and other experiences to prepare graduates to: (1) analyze school and school system performance, (2) conduct research in educational leadership, and (3) educate professors of educational leadership. The Ph.D. program consists of 72 credit hours of coursework and dissertation credit.

1. Admission Requirements

   The student desiring to pursue a Doctor of Philosophy degree must:
   
   a) hold a baccalaureate and a master’s degree from an accredited college or university;
   b) have an outstanding academic record as a student;
   c) submit an online application for admission and official transcripts of all undergraduate and graduate work;
   d) submit two references strongly endorsing him or her for doctoral work (one from an immediate supervisor and one from a college professor);
   e) submit official score reports for the Graduate Record Examination;
   f) offer evidence of strong writing ability;
   g) submit a current résumé;
   h) submit a statement of professional goals and research interests which match those of the faculty, and
   i) participate in an interview in person or by phone.

2. Program Requirements

   To earn a Ph.D. degree the following minimum requirements must be met:
   
   a) Successful completion of a program of study determined by their doctoral committee. The student must earn 72 credits beyond the Bachelor’s degree, including at least 54 credits for courses other than non-topical research or dissertation credit, and at least 12 dissertation credits. This includes research methodology courses and 3 credits of research apprenticeship per semester for 3 years. Students can apply up to 12 dissertation credits towards the total of 72. A maximum of 24 credits from previous graduate work may be applied to the program. A minimum of 36 credits (not
including internships, independent study, practical and dissertation credit) must be earned on grounds;
b) Specifically, educational leadership students must complete 4 graduate seminars in educational leadership (12 credits), 12 credits in an area of specialization (distinct from prerequisites), at least 15 credits in educational research methodology, 6 semesters of research apprenticeship, and a set of elective graduate courses that complement the students’ background and goals.
c) Successful completion of a written comprehensive examination as determined by the student's doctoral committee. Comprehensives must be completed before the dissertation committee is appointed, the doctoral seminar taken and the dissertation proposal is defended;
d) Completion of all dissertation requirements, including defending a dissertation proposal as determined by the student's doctoral committee; gaining approval from the University's Institutional Review Board (IRB) for the protection of human subjects; planning and carrying out a research study (dissertation) appropriate to the field of specialization; and passing an oral final examination on the dissertation. All other requirements must be completed before this defense; and
e) All additional requirements as specified by the doctoral committee and advisor.

3. Record of Progress

The student must maintain a current Record of Progress Form, which should be started upon initial registration and completed as the student progresses through the program. It is submitted for review prior to approval for graduation. The Record of Progress form can be accessed under “Forms” at: http://curry.virginia.edu/

4. Doctoral Committees

The Ph.D. program of study is directed by the student's doctoral program committee. After approximately 24 credits of study, a doctoral committee is usually formed. This committee is responsible for the design of the program of study and supervises the student through all activities until the comprehensive examination is completed. The committee must consist of a minimum of four faculty members of the University, appointed to the rank of assistant professor or higher, with at least two members from the program area (one of whom must agree to be the advisor/chair), and at least one outside of the student's major program area. Ph.D. candidates are not required to designate minors or supporting areas. However, if such a designation is made, there must be at least one representative for each supporting area. An additional committee member from outside the University may be added if approved by the chair of the student's major area, the four University faculty who have agreed to serve on the committee, and the Associate Dean for Doctoral Programs.

When all program requirements are met, including the successful completion of the doctoral comprehensive examination, the student must form a doctoral dissertation committee of four University of Virginia faculty members and/or research scientists. This committee is responsible for the approval of a dissertation proposal after it has been presented and defended; the supervision of the dissertation; the final approval of the dissertation, based on its written form; and the student's oral defense of the dissertation.
(the Ph.D. final examination). See the Dissertation Handbook on the Curry School of Education website for guidance on the selection of the dissertation committee and the entire dissertation process.

5. Pre-dissertation Research Manuscript

All students will complete a pre-dissertation research project that results in a manuscript submitted for publication in a peer-reviewed journal or other scholarly publication. The manuscript must be submitted before the student undertakes dissertation work. Papers that are co-authored with an advisor are acceptable. Students are encouraged to shape the manuscript to result in publication.

6. Dissertation Guidelines

See the Dissertation Manual on the Curry School of Education webpage for guidance on the entire dissertation process.

7. Research Requirement

Ph.D. students must demonstrate research proficiency. All Ph.D. students take Research Foundations, an introductory course in educational research. Additionally, educational leadership students are required to take an additional 15 credits in educational research with some courses at an advanced level. All students are expected to take EDLF 7310 Stats I and EDLF 7404 Qual I, unless the student has completed comparable coursework elsewhere.

8. Apprenticeships

Ph.D. students participate in 6 semesters of research apprenticeship with their educational leadership mentors prior to their dissertation research. During this 15-hour per week apprenticeship, students will assist with the advisor’s research and scholarship. This may include data collection, data analysis, library research, conference presentations, writing for publication, and other related activities. Students may also gain experience co-teaching educational leadership courses.

9. Assessment

Educational leadership faculty members will review every student’s progress each year in the program. The review will assess not only each student’s course performance, but more importantly their ability to interpret and synthesize educational leadership literature; their knowledge of organizational theory, effectiveness, and leadership; their performance in the research apprenticeship; and their scholarly writing. Students will document their progress in these areas and receive written and oral feedback on their annual progress.
10. Residence Requirement

Ph.D. candidates must complete at least three academic years (fall-spring semesters) of full-time (12 credits) graduate work post-master’s degree.

11. Enrollment Requirement

Students must be continuously enrolled at the University during the fall and spring semesters while working toward the Ph.D. degree. If students are not taking courses, they may maintain enrollment by paying a University affiliate fee through the Office of Admission of the Curry School. Failure to maintain continuous enrollment will require students to reapply for admission which is subject to changes in faculty availability and admission requirements.

12. Transfer Credit

Up to 24 credits from previous graduate work and/or non-topical research may be applied to the Ph.D. program with the approval of the doctoral committee.

13. Time Limit

All requirements must be completed within four years after passing comprehensive examinations and within seven years of admission to the Ph.D. program. In special cases, upon approval of the doctoral committee, department chair, and Associate Dean for Academic and Student Affairs, out-of-date work may be revalidated by examination.

14. Application for Degree and Graduation

Application for the Ph.D. degree must be submitted by the student in accordance with the calendar deadlines. Forms may be accessed through the Curry School website. Candidates who do not receive degrees in the session for which their applications have been approved must renew their applications at the beginning of the session in which candidacy for the degree is desired.

The student's completed Record of Progress, along with an official transcript of all applicable course work from the University of Virginia or elsewhere, must accompany this application for final review by the Office of Admission and Student Affairs of the Curry School of Education. Degree applicants must be registered for dissertation credit in the semester in which the degree is to be awarded.

Certificate-only Program (non-degree, preK-12 Administration and Supervision endorsement)

The program is intended for individuals who have a master’s degree and are seeking Virginia endorsement in preK-12 school administration and supervision and a position as principal, assistant principal, or central office supervisor. Students complete the core required courses (30 credits) as well as an administrative internship.
Candidates for endorsement are responsible for completion of all other state requirements. In addition to completion of Curry’s approved program of studies and internship, candidates are required to have a passing score on the School Leaders Licensure Assessment, a master’s degree, and a minimum of three years of successful classroom teaching experience with a Virginia teaching license. Detailed information about Virginia requirements for endorsement in preK-12 Administration and Supervision may be accessed on the Virginia Department of Education website.

1. Admissions Requirements

   Students must complete the Curry online application process for Certificate-only, non-degree status, which includes the following:
   a) Official transcript verifying undergraduate and master’s degrees;
   b) A current résumé; and
   c) Two recommendations.

2. Program Requirements

   Students must successfully complete all core coursework requirements as well as an administrative internship.

3. Transfer Credit

   Students may apply a maximum of 6 credit hours (total) taken before admission to the Certificate-only Program. These 6 hours includes courses taken at the University, courses taken at different off-grounds centers and courses taken outside the University (transfer courses). All courses applied to the Certificate-only Program must be at the graduate level (those taken at the University of Virginia or transferred into the program) and be approved by the advisor. If a student has a specific request to count more than 6 credits earned prior to admission (after admission and with advisor approval), the student may file for a policy exception.

4. Application for Program Completion

   Application for program completion must be submitted to the Curry School of Education at the beginning of the semester in which the program is to be completed. Search for “graduation and endorsement guidelines” for Administration and Supervision on the Curry School website: http://curry.virginia.edu/
Off-Grounds Programs in Administration and Supervision

General Information

The Administration and Supervision program of the Curry School of Education offers certificate-only and degree programs in two centers within the state. These centers are located in Falls Church (NOVA Center) and Richmond. The off-grounds programs are equivalent to the on-grounds programs. As a consequence, requirements for admissions, program completion, and graduation are identical in the certificate-only and degree programs offered both on and off grounds.

In addition to School of Education faculty who teach many of the courses, instruction is further enriched by accomplished school administrators selected by the University for their professional expertise and practical experience.

The delivery model for off-grounds programs involves the offering of courses in the evenings and on weekends to enable students to balance work and academic schedules. Courses are offered on a rotating basis such that the entire program can be completed in five to six semesters of intensive study. Students should consider their workload carefully before enrolling in multiple courses. By university policy, a 3-hour course requires 45 contact hours with the instructor. Students should expect to do 2 hours of reading and assignments for every hour of in-class time. This means a commitment of a minimum of 135 hours for a single course.

Students may take a maximum of 2 courses before being admitted to a program. These programs are designed for individuals seeking preK-12 endorsement in administration and supervision or an advanced degree with, or without, endorsement. Students are expected to complete their program of studies at the center of admission.

All applications, graduation documents, and endorsement documents are processed through the Curry School of Education. Students completing degree programs receive diplomas from the Curry School of Education.
Appendix A: PreK-12 Administration and Supervision Endorsement Program

Program Options

A. The Master’s degree (M.Ed.) requires the completion of 36 credits of coursework, including an internship, and successful completion the School Leaders Licensure Assessment (SLLA) or a final comprehensive examination. To qualify for endorsement students must also have three years of teaching experience with a Virginia teaching license and pass the SLLA.

B. **SPECIAL NOTE: THE EDUCATIONAL SPECIALIST PROGRAM IS BEING RE-DESIGNED AND IS CURRENTLY CLOSED TO NEW APPLICANTS.**

C. The Certificate-only program offers students who hold a master’s degree a non-degree option for endorsement. The program requires the completion of 30 credits of endorsement courses and a supervised internship. In combination with prior teaching experience and successful completion of the SLLA, students are eligible for the prek-12 Administration and Supervision endorsement.

Program Design

Participants in this program are selected based on their academic credentials and their potential for success as school administrators. These programs will offer selected educators an opportunity to exchange ideas, consider problems from fresh perspectives, and work together to shape the future of schools and school leadership. The knowledge necessary for effective school leadership is acquired in three clusters:

- **Leadership**
  The leadership cluster is designed to provide students with assessment data on their leadership characteristics, a solid theoretical and normative base in the study of general leadership, an understanding of organizational leadership and opportunities to practice executive-level problem-solving.

- **School Management**
  The school management cluster, which includes school law, school and community relations, and financial administration of the school, is devoted to the knowledge required for the efficient day-to-day operation of schools.

- **Teaching and Learning**
  The offerings in this cluster support the development of knowledge and understandings to support the core mission of schools including the following:
  - Promoting the continuous improvement of instruction,
  - Evaluation of instructional effectiveness, and
  - Development of a learning community.
The courses within the state-approved program are listed below.

**Leadership Cluster**  
12 Credits Required  
EDLF 7804: Public School Administration  3 credits  
EDLF 7807: Contemporary Issues in the Principalship  3 credits  
EDLF 7813: Technology Leadership  3 credits  
EDLF 7812: Leadership for Low-Performing Schools  3 credits

**School Management Cluster**  
9 Credits Required  
EDLF 7806: School and Community Relations  3 credits  
EDLF 7808: School Finance  3 credits  
EDLF 7810: School Law  3 credits

**Teaching and Learning Cluster**  
9 Credits Required  
EDLF 7805: Human Resource Management  3 credits  
EDLF 7811: Introduction to Supervision of Instruction  3 credits  
EDLF 7140: Schools as Professional Learning Communities  3 credits

**Electives (Master’s only)**  
3 Credits Required  
Elective options are to be discussed with the advisor after admission to the program.

**Internship**  
3 Credits Required  
EDLF 8988 Administrative Internship  3 credits

Students must complete an administrative internship in a local school division. Designed to wed theory and best practices, the internship provides practical application of the content knowledge acquired through the program. The internship may be taken after 18 hours of coursework, including School Law, has been completed (See the Administrative Internship Experience in Appendix B).
Appendix B: PreK-12 Administration and Supervision Internship

Overview of the Administrative Internship

The purpose of the administrative internship is to provide an intensive and realistic administrative experience for students who plan to become building level administrators. Through the internship students will experience the challenges and opportunities that face school leaders on a daily basis. In addition, once the internship is completed the student will have fulfilled the state requirements for the preK-12 Administration and Supervision endorsement and gained valuable administrative experience.

Goals and Objectives of the Administrative Internship

The internship provides an opportunity for students to work alongside administrators in a dynamic school setting. The University of Virginia has the following goals for the internship:

1. Interns will learn how to apply what they have learned in class to authentic problems of practice.
2. Interns will benefit from a well-rounded experience in multiple domains and locations.
3. Interns will gain experience in instructional leadership for all students.
4. Interns will begin by observing their principals, then move to participating in activities, and then finish their time by leading selected administrative activities.
5. Interns will gain professional knowledge through ongoing dialogue with the mentor/site principal.

State Requirements for Endorsement in Administration and Supervision

The requirements for licensure of school personnel, including the endorsement in Administration and Supervision became effective on 9/21/2007. The law as written appears below.

8 VAC 20-22-590. Administration and supervision pre K-12

B. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have:

1. A master’s degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in an instructional personnel position that requires licensure in Virginia in a public school or accredited nonpublic school;
3. Completed an approved program in administration and supervision from a regionally accredited college or university;
4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved
preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school; and

5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

Requirements for the Internship

The law requires an administrative internship as part of the licensure process, and it provides details on what the internship must include. The internship must be an "integral component" of the administrator preparation program. There are five clear requirements for the administrative internship in the law:

1. Students will need to complete an internship of at least 320 hours.
2. The internship must be structured and supervised.
3. The internship must provide "exposure" to multiple sites: elementary, middle, high, central office, or an "agency" and that have "diverse student populations."
4. The internship must focus on instructional leadership and learning for all students.
5. The internship must be in a public or accredited nonpublic school.

Alignment with ISLLC Standards and SLLA exam

The internship program is closely-aligned with the 2008 Educational Leadership Policy Standards, formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. These standards provide a framework for the internship experience at the University of Virginia. In addition, the School Leaders Licensure Assessment (SLLA), the state licensing exam that is required to be endorsed as a school administrator, is based upon these standards. The ISLLC Standards are available on the web at http://www.ccsso.org/content/pdfs/isllcstd.pdf

Internship course and credit

Students enroll for an administrative internship upon approval of their advisor. Students can enroll for the internship after completing six courses one of which must be School Law. Students register for up to 3 hours of internship credit by enrolling in EDLF 8988.

Site Location

Students are responsible for securing the school(s) and site supervisors for their internships.

Internship Requirements

The internship experience consists of at least 320 clock hours, 100 of which are embedded in the required core coursework. Students are required to maintain an accurate, updated record of
their hours and activities during the internship. Students should use the form provided for this purpose. Other requirements for the internship and potential internship activities will be outlined in the syllabus for EDLF 8988.