Doctoral Training in Educational Psychology and Applied Developmental Science (EP-ADS)
THE UNIVERSITY OF VIRGINIA

http://curry.edschool.virginia.edu/ep-ads

GUIDELINES FOR PROSPECTIVE AND CURRENT PHD STUDENTS 2009-2010

CURRY
University of Virginia
DOCTORAL TRAINING IN EDUCAATIONAL PSYCHOLOGY AND APPLIED DEVELOPMENTAL SCIENCE (EP-ADS)
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Program Overview

Impetus

The Educational Psychology and Applied Developmental Science (EP-ADS) program, housed in the Educational Leadership and Policy Department at the Curry School of Education at the University of Virginia, is designed specifically for students who desire a research-intensive interdisciplinary doctoral training experience focused on Education and Developmental Science. The EP-ADS program prepares promising students to conduct research in education that explicitly acknowledges the contribution of school and out-of-school settings on the development of children and youth and considers the extent to which systematic changes in those contexts can alter developmental pathways. The EP-ADS program focuses on the prevalence of school failure and its potential solutions. Limited English proficiency, poverty, inadequate access to social supports and health care, and presence of developmental or acquired disabilities pose significant challenges to youth, preventing their academic and social success in preschool, elementary, middle, and secondary schooling. Youth who do not achieve academic and social success at these levels are less likely to make productive contributions to society.

This program has emerged as a consequence of several explicit needs within the field of education science. First, there is a need for rigorous, programmatic research that offers scientifically-based evidence for (or against) educational practices. Second, there is a need for research that takes an interdisciplinary approach to solving problems that are evident in the development of children and youth. Third, it is not enough to conduct research on pressing and contemporary problems. One of the goals of EP-ADS is to explicitly teach how research in developmental and educational science has implications for practice and policy.

An Interdisciplinary Approach. The press for an interdisciplinary program is influenced by the perception that advances in knowledge and application are proceeding in such a manner so as to require expertise in more than one of the traditional disciplines as well as proficiency in a common multidisciplinary language related to the problem of focus. Accordingly, students in the EP-ADS program bring diverse interests, experiences, and educational credentials to their study at The University of Virginia. Likewise, the faculty steering committee and faculty affiliates in Educational Psychology and Applied Developmental Science come from all three of the Curry School’s departments (Human Services; Curriculum, Instruction, and Special Education; Educational Leadership and Foundations) and from a range of departments from across the larger University, including psychology, economics, and sociology.

Scientifically-Based Research. The passing of No Child Left Behind in 2001 shifted the direction of research in education. This legislation presses the education community to use scientifically-based practices in classrooms and school. New rigorous methods that enhance our ability to make causal inferences flourished as a consequence of this legislation and the EP-ADS program was developed to train promising scholars to conduct research consistent with these larger, national goals.

Linkages to Practice and Policy. The research conducted by students and faculty within EP-ADS have clear links to practice and policy. Many of the research topics addressed within the program are consistent with the goal of identifying commonly used practices in the field and subjecting them to rigorous research and analysis. Further, many of the questions that arise become relevant because of national, state, or local policies. The converse is also
true—the research conducted as part of the EP-ADS program has clear implications for practice and policy and as such, students learn how to think critically about the implications of their work.

Thus, three themes are used to organize and integrate the doctoral training experience for students in EP-ADS: (1) interdisciplinary perspectives, (2) methodologically rigorous and programmatic science, and (3) practice, policy, and research linkages. Our emphasis on interdisciplinary perspectives guides the emphasis on trainees’ ability to integrate discipline- and domain-specific knowledge bases into a conceptual and methodological framework through which to advance scientific understanding of schools and educational settings. Our emphasis on methodologically rigorous and programmatic research guides the training experiences in which we emphasize trainees’ ability to conduct well-designed multi-method research that is programmatic and cumulative in its focus on a specific substantive aspect of educational psychology or applied developmental science. Our emphasis on linkages among practice, policy, and research encourages trainees to address questions in educational psychology and applied developmental science that are relevant, timely, and useful to practitioner and policy-making constituents, and to translate research in a systematic and accessible way for these audiences.

Faculty

Both members of the steering committee and faculty affiliates work with students in close mentorship to address the training aims of the Educational Psychology and Applied Developmental Science doctoral training program. Faculty members from around the Curry School become mentors in the program because of their alignment between their research and the training goals of the EP-ADS program.

To read about their areas of interest, please see our website: http://curry.edschool.virginia.edu/ep-ads

The steering committee for the program in 2009-2010 includes:

Sara Rimm-Kaufman (Director), Educational Psychology and Applied Developmental Science
Nancy Deutsch, Research, Statistics, and Evaluation
Anne Gregory, Clinical and School Psychology
Dave Grissmer, Center for the Advanced Study of Teaching and Learning
LaVae Hoffman, Communication Disorders
Joanna Lee, Educational Psychology and Applied Developmental Science
Robert McNerney, Education
Robert Pianta, (Dean), Center for the Advanced Study of Teaching and Learning
Marie Shoffner, Counselor Education
Tina Stanton-Chapman, Special Education
Diane Whaley, Education
Jim Wyckoff, Leadership, Foundations, and Policy

The number of faculty affiliates is numerous and includes individuals from programs and departments across the Curry School and The University, such as:

Joseph Allen, Psychology
Robert Berry, Education
Judy DeLoache, Psychology
Jason Downer, Center for the Advanced Study of Teaching and Learning
Xitao Fan, Research, Statistics, and Evaluation
Bridget Hamre, Center for the Advanced Study of Teaching and Learning
William Johnson, Economics
Paul Kingston, Sociology
Mable Kinzie, Education
Angeline Lillard, Psychology
Goals and Expectations

The Educational Psychology and Applied Developmental Science doctoral training program is designed to require approximately four years of full-time study for trainees, with the goal of preparing students for research and leadership positions in private and public universities, private institutions and agencies, and governmental agencies. It is expected that trainees will be engaged in research activities under the mentorship of the steering committee and faculty affiliates for the entire length of their doctoral program and will be well prepared to assume independent research careers at the completion of their training.

In accordance with the themes of this program (interdisciplinary perspectives, methodologically rigorous and programmatic science, and practice, policy, and research linkages), expectations of and goals for student training emphasize three core experiences: 1) interdisciplinary coursework; 2) research apprenticeship; and 3) independent research. These core experiences are designed so that upon completion of the program, trainees will have a well-developed understanding of the classroom and school environments that serve risk or protective roles in children and youth development, as well as a keen awareness of the current state of the science in formulating and evaluating interventions designed to improve the contexts in which students spend their time. Additionally, trainees will have specific products to demonstrate this understanding, including published papers, chapters, and/or submitted grant proposals.

Interdisciplinary Coursework

All trainees will enroll in a series of courses, the interdisciplinary core requirements. These courses will be common among all EP-ADS students, with limited choice and substitution. These courses are designed to be research intensive and rigorous. Some substitutions can be made, a decision that requires approval by the student’s advisor and the other faculty on the steering committee.

Each trainee will develop an individualized program of study, a specialization, in their first semester of training which details the trainee’s plan to achieve understanding of substantive issues on children’s development and in or out of school contexts. The trainee identifies a specialization in which she or he completes 18 hours of graduate coursework comprising of 9 hours within the Curry School of Education and 9 hours in departments outside of the Curry School. Additionally, trainees complete a seminar in community psychology and prevention science, a series of interdisciplinary seminars and graduate courses from two or more disciplines.

Research Apprenticeship

Trainees complete a research apprenticeship with a faculty member at the University of Virginia during each year of their training. While students may have the same primary advisor over the 4 years, it is recommended that they take advantage of opportunities for training with other faculty as well. By the end of their 3rd year, students also identify a faculty member in the College of Arts & Sciences to serve as a co-mentor. During each year, trainees identify the foci and mentor(s) for their year-long apprenticeship to be completed over three consecutive semesters. Trainees are to develop an apprenticeship plan during the summer of each year of training under the guidance of their advisor and mentor(s). The apprenticeship plan identifies the focus of training, specific training activities and goals, and planned products (e.g., conference presentation(s), manuscript(s), grant proposal(s)).
Trainees register for 3 credits of directed research each semester for which they are expected to complete a minimum of 10 hours of directed research each week during the first and second years of study and more during the third and fourth years. During this apprenticeship, the student will assist with the advisor’s research and scholarship, which may include data collection, data analysis, library research, presentations, writing for publication, and other related activities.

**Independent Research**

Trainees choose a set of research questions that they would like to address in their dissertation research. This work will typically be closely linked to topics explored in their research apprenticeship, often building on skills or using existing data sets from that phase of their graduate program. The student will prepare a study proposal and conduct research in accordance with this plan. Students in this phase may be encouraged to write a grant proposal to support data collection or write a review paper synthesizing work in this area. The dissertation will be the final product from this work.

**Program Logistics**

**Application for Admission**

It is highly encouraged that persons interested in doctoral study in the EP-ADS program directly contact one or more members of the steering committee to discuss their goals and interests in the program and graduate study prior to formal application. Identification of a faculty member with interests similar to those of the students is recommended.

Application for admission is made to the Admissions Office of the Curry School of Education at the University of Virginia. Application forms and other information may be obtained from the Curry website – please see links from our webpage at http://curry.edschool.virginia.edu/risk

Application for admissions must be received by January 5th of each year for students to enroll in the following fall. Application materials from the Curry School Admissions Office specify what to submit to complete the application process. When submitting a statement of professional goals, students should identify their specific interests in educational psychology and applied developmental science, their rationale for applying to this program, their long term goals, and the faculty under whom they wish to train. A master’s degree is not a prerequisite for admission to the EP-ADS PhD program.

The steering committee makes decisions regarding admission. As is the case for entrance to all Curry PhD programs, applicants must have solid academic preparation, and strong GRE scores and letters of reference. Preference is given to individuals whose application materials show potential for outstanding performance in a rigorous and interdisciplinary doctoral training program and who are likely to make significant contributions to the study of educational psychology and applied developmental science. The faculty is especially interested in considering applications from persons of traditionally underrepresented groups in higher education.

**Assignment and Selection of Advisor**

Students admitted as trainees to EP-ADS are assigned a program advisor. The advisor will work closely with the trainee to design a program of study that both meets the Ph.D. requirements for the Curry School and the individual trainee’s needs and interests. If the advisor or trainee identifies another faculty member who is a better fit for academic advising, a change of advisor may be requested through individual conversations with the advisor and application through the Admissions Office.

**Record of Progress**

Students are required to maintain a record of progress form, which should be started upon initial registration. Review this form each semester with your advisor to be sure that you are meeting all program requirements. It is the student’s responsibility to maintain this record and to ensure that all appropriate signatures for trainee benchmarks (e.g., completion of comprehensive exams, formation of dissertation committee) are obtained. A copy of this form is provided in Appendix A and a writeable pdf version of this form is available at http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=82&Itemid=0
The record of progress is reviewed by the steering committee annually, at the review meetings in early May. Review meetings are student led meetings where the student reviews his or her progress with a subset of the steering committee faculty.

**Assessment**

At the annual review meeting in early May, students will present copies of their record of progress, curriculum vita, annual report, and competency matrix.

First year students will begin by giving a ten-minute description of their background, educational goals, and professional aspirations. They will present their proposed program of study and area of specialization and then will receive input and approval from the steering committee. If a student is requesting transfer credit for a course taken at another university, s/he must also present the syllabus for that course and explain how it fits into the proposed program of study.

At the annual review meeting in subsequent years, students will begin by giving a ten-minute description of the progress made toward their goals, as well as describe their career goals, and review their anticipated timeline for completion of program requirements, including coursework, the comprehensive examination, and the dissertation. They can also bring up any questions they have regarding their specialization, coursework, development of competencies, etc.

During this meeting, students will receive oral feedback on their progress in the areas outlined in the competency matrix, including substantive work in education, designing and conducting research, analysis, and dissemination. A written summary of this meeting will be provided afterward.

**Program Sequence**

**Program of Study**

During the first semester of study, trainees work with their academic advisors to develop a program of study, which is then finalized in the second semester. The program of study has two goals: (1) to develop an individualized doctoral training plan that is unique to the interests and goals of the trainee, and (2) to ensure that all program, school and university requirements are met during the doctoral training experience. Thus, the trainee’s program of study is individualized yet designed to confirm to the general guidelines of The University for conferral of the PhD when all requirements are met satisfactorily.

The program of study must meet the core requirements of the EP-ADS program as well as those of the Curry School of Education, as identified in the following sections. An example of a program of study is provided in Appendix B.

Once developed, the program of study is presented at the annual review meeting to faculty from the steering committees, who will then give input and approval regarding their program of study. If a student is requesting transfer credit for a course taken at another university, s/he must also present the syllabus for that course and explain how it fits into the proposed program of study. The program of study may be amended at any time, but any amendments must be approved by the steering committee.

The program of study is designed to meet an interdisciplinary core and specialization requirements of the Interdisciplinary Doctoral Training Program in Educational Psychology and Applied Developmental Science.

**Interdisciplinary Core requirements:**

- Research Foundations Course
- 12 hours or more in research design and methods
  - Statistics II (EDLF 830 - 3 credits)
  - Statistics III (EDLF 831 - 3 credits)
  - Statistics IV: Multivariate Statistics (EDLF 835 - 3 credits)
  - Structural Equation Modeling (EDLF 836 - 3 credits)
- Recommended but optional: Choose one or more from:
  - Measurement Theory (EDLF 718, EDLF 719, EDLF 735, EDLF 834)
- Single Subject Research (EDLF 733)
- Qualitative Methods (EDLF 753, EDLF 844, EDLF 845)
- Grant writing (EDLF 879, EDIS 885 - 3 credits)  
  Please note: If you have experience writing two grants, you are exempt from this requirement. Add note stating how you have met this requirement to your Record of Progress, Step 4, before committee signatures.
- Interdisciplinary Education Science Proseminar (EDLF 589 - 1 credit per semester)
- Community Psychology and Prevention Science (PSYC 748 - 4 credits)
- Two or more classes in Developmental Psychology – Please note: This requirement may be met by courses taken as part of your interdisciplinary core or specialization. Add note stating how you have met this requirement to your Record of Progress, Step 4, before committee signatures.
- Area requirement: One or more classes in two of the following areas (6 hours – see Appendix D for examples of courses in these areas). The purpose of this requirement is to expand your focus beyond your specialization.
  - Health Promotion
  - Literacy and Reading
  - Language and Cognitive Development
  - Social and Affective Development
  - Family Processes
  - Community Psychology
  - Education Policy
- Directed research (EDLF 898 - 3 credits per semester, minimum 18 hours)
- Internship/practicum in teaching or supervision (EDHS 974 - 3 credits)
- Doctoral dissertation credits (EDLF 999, minimum of 12 hours)

Specialization requirements:

- 18 graduate credits in a specialization, 9 hours of which are taken outside of Curry. A specialization should consist of an organized set of coursework in a particular department or programmatic area, not a compilation of unrelated courses or topics. Relevant departments include Economics, Sociology and Psychology. Courses in other departments, for example, Government, Statistics or Health Sciences, are also possible if approved by the advisor and program committee. See Appendix D for a sample of courses offered university-wide and within Curry which may be of interest.

The following provides a sample schedule of courses:

| First Year |  |
|------------|  |
| **Fall Semester** | **Spring Semester** |
| Proseminar (EDLF 589) | Proseminar (EDLF 589) |
| Research Foundations (course number TBA) | Research design and methods (EDLF 831) |
| Community Psychology and Prevention Science (PSYC 748) | Area Requirement (for ex., EDHS 803; see Appendix D for some options listed by area) |
| Research design and methods (EDLF 830) | Specialization course |
| Directed Research (EDLF 898; 3 credits) | Directed Research (EDLF 898; 3 credits) |

| Second Year |  |
|------------|  |
| **Fall Semester** | **Spring Semester** |
| Proseminar (EDLF 589) | Proseminar (EDLF 589) |
| Research design and methods (EDLF 835) | Research design and methods (EDLF 836) |
| Grant writing (EDLF 879) | 2 Specialization course |
| 2 Specialization courses | Directed Research (EDLF 898; 3 credits) |
| Directed Research (EDLF 898; 3 credits) | Directed Research (EDLF 898; 3 credits) |
### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 589)</td>
<td>Proseminar (EDLF 589)</td>
</tr>
<tr>
<td>Research design and methods (EDLF 753)</td>
<td>Internship/practicum in teaching (EDHS 974)</td>
</tr>
<tr>
<td>Specialization course</td>
<td>Directed research (EDLF 898; 3 credits)</td>
</tr>
<tr>
<td>Area Requirement (for ex., EDHS 810; see App. D)</td>
<td>Dissertation Research (3 credits)</td>
</tr>
<tr>
<td>Directed research (EDLF 898; 3 credits)</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 589)</td>
<td>Proseminar (EDLF 589)</td>
</tr>
<tr>
<td>Dissertation Research (EDLF 999; 9 credits)</td>
<td>Dissertation Research (EDLF 999; 9 credits)</td>
</tr>
</tbody>
</table>

*For those funded by the IES Fellowship and some other grants, tuition support is available only during fall and spring semesters, so Fellows focus on research during the summer and do not enroll in courses.*

In developing the program of study, the student must earn a minimum of 72 credits to meet the Curry PhD requirements, including at least 54 credits of coursework, which includes content courses, research methodology courses, and up to 3 credits of research apprenticeship per semester, but does not include internship and dissertation credits. At least 36 course and apprenticeship credits must be completed after admission to the program. Up to 12 dissertation credits may be applied toward the 72 credits mentioned above. However, usually EP-ADS students take more than 12 dissertation credits overall, often beginning their dissertation research in spring of their third year with 3 dissertation credits, and then taking 6 or 9 dissertation credits during each of their last two semesters.

Students entering this doctoral program with a master’s degree can apply up to 24 hours of credit to their doctoral program. As mentioned earlier (see “Assessment”) students should present syllabi for any potential transfer credit at the annual review meeting and explain how these courses fit into their proposed program of study. The steering committee will then discuss this request at the following monthly meeting. To support this substitution, the steering committee must agree that the courses are comparable to substitute for specific courses required in the doctoral program.

Also, students must ensure that they meet the Curry Ph. D. requirements as described in the Graduate Record. Key aspects of these requirements are presented in Appendix C.

**Preliminary Examination**

Students admitted to EP-ADS are done so on the basis of clear demonstration of the potential to succeed in doctoral study. Therefore, the program does not administer a preliminary examination.

**Research Examination**

The Interdisciplinary Doctoral Training Program is designed to ensure that trainees achieve strong competencies in research design and methodology through coursework, apprenticeship, and directed research. Therefore, the program does not require that trainees take the Curry School qualitative or quantitative research examination, unless a trainee’s program committee deems this necessary to establish a trainee’s research competencies.

**Pre-dissertation research manuscript**

All students will complete pre-dissertation research that results in a minimum of two manuscripts submitted for publication in peer-reviewed journals or other scholarly publications. The manuscripts must be submitted before the student undertakes dissertation work. During the first year in the PhD program, students will co-author a manuscript; during the second year, students will be the lead authors on a paper. Students are encouraged to revise manuscripts if resubmission is likely to result in publication.

**Qualifying Examination**

When the trainee has completed all coursework and is prepared to commence the comprehensive examination, application is made to advance to examination based on the following timeline:
Committee notification

Trainee notifies steering committee in writing that comps will occur at least one month before the anticipated date of completion. The trainee identifies one question that he/she will address during examination that focuses on the area of specialization, and solicits input on the appropriateness and rigor of the question from the committee to arrive at the final examination question. (Sample questions are available on our website.)

Identification of readers

Advisor identifies comps readers from among the steering committee, typically comprising the advisor and one additional reader. The readers develop a second question for examination focusing generally on educational psychology and/or applied developmental science, that encompasses research, policy, and practice.

Examination

The examination is completed in a two-week period. Trainees are provided two examination questions to which they will respond in writing in no more than 10 double-spaced pages per question.

Performance Appraisal

When the examination is completed, the readers assess the trainee’s performance, rating it in one of three ways: (1) acceptable/pass, (2) marginal pass/revisions required, (3) unacceptable. For marginal pass, the trainee may resubmit the examination within 2 weeks for re-grading, and if the second submission is not acceptable, the student may take the examination one additional time. For unacceptable performance, the trainee may take the examination one additional time. The minimal length of time between comprehensive exams taken by a single student is three months. For examinations that are approved, trainees may begin their dissertation proposal.

Doctoral Dissertation

Upon successful completion of the comprehensive examination, trainees identify a dissertation committee, including a dissertation chair. The committee must include two members of the EP-ADS steering committee among a minimum of four members (see appendix E for details about the composition of this committee). Under the supervision of the dissertation chair, the trainee prepares a written proposal for research that will constitute the doctoral dissertation. With the advisor’s approval, the trainee schedules a one to two hour examination in which the
trainee presents the proposed research and justifies the work in terms of its theory, its methodology, and its significance to the substantive area of focus. While students may utilize extant databases for their proposed research, in no instances will the research have been completed prior to the proposal meeting. Successful defense of the proposal advances the trainee to doctoral candidacy and approves the trainee for completion of the proposed work.

With the committee’s approval, the trainee may choose to prepare the dissertation proposal and its final report in a manuscript style according to the current guidelines of the American Psychological Association’s Publication Manual. All research must be conducted in accordance with the University of Virginia Social Sciences Institutional Review Board.

When the trainee’s dissertation work is completed, the trainee distributes the written work to the committee members and schedules a 2-hour formal defense of the dissertation. In this defense, the trainee justifies the study and presents the conclusions and implications derived from the results. This time and location of the defense is publicly presented in advance and the defense itself is a meeting open to the University community. Trainees must adhere to all University requirements in preparation of the final dissertation volume should the research be approved.

For more information, please see the Curry Dissertation Manual at:
http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=568&Itemid=44
PH.D. RECORD OF PROGRESS
Curry School of Education
University of Virginia

This is the official copy of your doctoral plan. You and your advisor should keep this form up-to-date, obtaining signatures as needed. The completed form must be submitted to the Office of Admissions when you turn in your dissertation paperwork for graduation.

The Ph.D. program requires continuous enrollment. If no credit is earned in a given semester, you must reapply for Admission into the program.

All requirements must be completed within four years after passing comprehensive examinations and within seven years of admission to the Ph.D.

STEP 1: DEMOGRAPHIC INFORMATION

NAME:_____________________________________________________________DATE: _____________________________

PROGRAM AREA: _________________________________________________

ADVISOR: _______________________________________________________ DATE ADMITTED TO PHD:___________

UNDERGRADUATE STUDIES: (List schools attended, location, major, degree conferred, date conferred)

GRADUATE STUDIES: (List schools attended, location, major, degree conferred, date conferred)

STEP 2: APPOINTMENT OF DOCTORAL PROGRAM COMMITTEE  After completing a maximum of 12 credits, you must assemble a program committee to direct your studies. Members must include a minimum of four University of Virginia Faculty, including two inside your Department, and at least one outside of your Program Area. The Committee chair or one co-chair must be from major program area. To complete these appointments have your members sign this form and the Doctoral Committee Appointment Card and submit the card to the Office of Admissions, (104 Ruffner Hall).

◆ SIGNATURES OF DOCTORAL COMMITTEE MEMBERS DEPARTMENT OR SCHOOL

Chair

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11
STEP 3: OUTCOME OF PRELIMINARY EXAMINATION (if applicable)

Outcome: ___________________________ Date: ___________________

SIGNATURES OF COMMITTEE MEMBERS: DEPARTMENT

Chair ___________________________________________ ________________________

___________________________________________  ________________________

___________________________________________  ________________________

___________________________________________  ________________________

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STEP 4: PROGRAM OF STUDY

MAJOR AREA OF SPECIALIZATION: __________________________________________

Minimum of 54 hours of coursework (other than dissertation), including a minimum of 36 hours taken on grounds, excluding internship, independent study, practica and dissertation credit. Minimum = 72 hours.

LIST ALL CREDITS TRANSFERRING FROM MASTER’S DEGREE TOWARD DOCTORAL DEGREE.

<table>
<thead>
<tr>
<th>COURSE NO</th>
<th>TITLE</th>
<th>CREDIT HRS</th>
<th>GRADE</th>
<th>SEM/YR</th>
<th>INSTITUTION</th>
</tr>
</thead>
</table>

LIST ALL COURSES YOU PLAN TO TAKE AT UVA:

<table>
<thead>
<tr>
<th>COURSE NO</th>
<th>TITLE</th>
<th>CREDIT HRS</th>
<th>GRADE</th>
<th>SEM/YR</th>
<th>INSTITUTION</th>
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</table>

ANTICIPATED SCHEDULE FOR DISSERTATION CREDIT: Minimum 12 hours of earned credit, i.e., regular registration (must be enrolled for dissertation credit whenever resources are used, e.g., committee meetings, exams, defenses, faculty conference).
PROGRAM COMMITTEE APPROVAL OF PROGRAM OF STUDY:

◆ SIGNATURES OF COMMITTEE MEMBERS: DATE: ____________________

_________________________________________________ _________________________________________
Chair
_________________________________________________ _________________________________________
_________________________________________________ _________________________________________

Note: Time Limit - All requirements for the degree must be completed within four years after passing comprehensive examinations, and within seven years of admission to the PhD program. More stringent timelines may be specified by the committee and should be listed here:

STEP 5: COMPREHENSIVE EXAMINATIONS Students must pass an examination developed, administered and evaluated by the student’s entire Program Committee.

MAJOR AREA: ______________________________________

WRITTEN COMPREHENSIVE EXAM:
OUTCOME: __________________________________ DATE: ___________

ORAL COMPREHENSIVE EXAM (if applicable):
OUTCOME: __________________________________ DATE: ___________

◆ SIGNATURE OF COMMITTEE MEMBERS:

_________________________________________________ _________________________________________
Chair
_________________________________________________ _________________________________________
_________________________________________________ _________________________________________

STEP 6: PRACTICUM OR INTERNSHIP EXPERIENCES (IF REQUIRED) Describe experiences and inclusive dates.

STEP 7: RESEARCH COMPETENCY. All PhD students must demonstrate research competency by either (A) taking the standardized research examinations (qualitative and quantitative) or by (B) completing the requirements as approved by their program area and Department (effective May, 1992). All research competency requirements must be completed before the dissertation proposal may be defended.
A. If you take the RESEARCH EXAMINATIONS, you must take them on the prescribed date and attach the letter from the research committee to this record of progress. There are no limits on the number of attempts, but both exams must be passed before the dissertation proposal may be defended.

   Quantitative Exam: ___________________________ (date) Outcome: ___________________________
   Qualitative Exam: ___________________________ (date) Outcome: ___________________________

B. If you elect to follow the requirements of your program area, you must quote the requirement below, and specify when and how you completed it. Description of Requirement:

   ◆ Signature of Advisor___________________________ Date: ______________________

STEP 8: APPOINTMENT OF DISSERTATION COMMITTEE  After the successful completion of your comprehensive examination, you may establish a Dissertation Committee. It is your responsibility to seek a minimum of four University of Virginia Faculty, including two inside your Department, one outside of your Program Area. (Changes in committee assignments can be made with permission of your Dissertation Advisor (Committee Chair) and Department Chair.) The Committee chair or one CO-chair must be from your major program area. To complete these appointments have your members sign this form and the Dissertation Committee Appointment Card. Submit committee card to Office of Admissions, Room 104 Ruffner Hall at least two weeks prior to the scheduled proposal defense.

   ◆ SIGNATURES OF DISSERTATION COMMITTEE MEMBERS ➤ DEPARTMENT OR SCHOOL

   Chair

   ___________________________      ______________________________
   ___________________________      ______________________________
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STEP 9: HUMAN SUBJECTS APPROVAL of proposed research for Dissertation: All research involving human subjects must be reviewed and approved (or declared exempt) by the University Human Subjects Board. You must attach a copy of the letter from the IRB giving approval of proposal.

Advisor Signature _____________________________ DATE ____________
Verifying Human Subjects Clearance

STEP 10: PERIOD OF FULL-TIME RESIDENCE Minimum two consecutive semesters (9 hours/semester) beyond masters plus dissertation work.

DATES WHEN IN RESIDENCE: ________________ to ________________

◆ SIGNATURES OF COMMITTEE MEMBERS

Chair

__________________________________________  ______________________________________
 ______________________________  ______________________________________

STEP 11: ANNOUNCEMENT OF DISSERTATION PROPOSAL submitted to the Office of Admissions. Proposal must be announced 14 days ahead including title of dissertation, list of committee members, date, location, time, and abstract. Proposal is open to all faculty and students.

TITLE OF PROPOSAL: ____________________________________________

__________________________________________  ______________________________________

◆ SIGNATURE OF AUTHORIZED REPRESENTATIVE IN ADMISSIONS OFFICE VERIFYING THAT YOU HAVE ANNOUNCED PROPOSAL DEFENSE: ______________________________________ DATE ____________

STEP 12: PRESENTATION OF DISSERTATION PROPOSAL An oral presentation of a written proposal must be heard by at least four members of the Dissertation Committee and approved by all. The proposal should be distributed to each committee member at least 14 days before the defense. All members of the committee must be present at the defense and approve the proposal. All previous requirements must be completed before the proposal defense.

APPROVAL OF PROPOSAL DEFENSE: _______________________________ DATE: ____________

◆ SIGNATURES OF COMMITTEE MEMBERS:

Chair

__________________________________________  ______________________________________
 ______________________________________  ______________________________________
**STEP 13: APPLY FOR GRADUATION:** Submit degree application to Office of Admissions by the following dates: February 1 for May graduation, June 1 for August graduation, October 1 for January graduation. You must be registered for credit, on grounds, during the semester in which you intend to graduate.

DATE SUBMITTED: ___________________ ANTICIPATED GRADUATION DATE: ____________________________

**STEP 14: ANNOUNCEMENT OF DISSERTATION DEFENSE** submitted to the Office of Admissions. Defense must be announced 14 days ahead including title of dissertation, list of committee members, date, location, time, and abstract. The final copy of the dissertation must be distributed to committee members 14 days before the defense. Defense is open to all faculty and students. This defense serves as the final examination. *Must defend by April 1 for May graduation, July 1 for August graduation, November 15 for January graduation.*

◆ SIGNATURE OF AUTHORIZED REPRESENTATIVE IN ADMISSIONS OFFICE VERIFYING THAT YOU HAVE ANNOUNCED DISSERTATION DEFENSE: ____________________________ DATE ____________

**STEP 15: DISSERTATION DEFENSE** All other requirements must be satisfied before the defense. All members of the dissertation committee should be present at the defense; and in no case will a defense be held without at least four members, including the chair and “outside” member. All committee members must verify successful defense on Record of Progress but should not sign until satisfactory completion of required revisions.

TITLE OF DISSERTATION: _______________________________________________________________
________________________________________________________________________

OUTCOME:  PASS ______________________________
PROVISIONAL PASS ______________________________
FAIL ______________________________

DATE: ______________________________

DATE OF CHANGE TO PASS (IF NECESSARY): __________________________________________

◆ SIGNATURES OF COMMITTEE MEMBERS:

Chair
_____________________________________________              ___________________________________________

_____________________________________________              ___________________________________________

STEP 16: APPROVAL AND INSPECTION OF DISSERTATION AND RECORD OF PROGRESS
(See Curry Guidelines for Dissertation Manuscript Preparation)

◆ SIGNATURE OF APPROVED CURRY REPRESENTATIVE ________________________________

DATE____________________________  11/2006
Appendix B
Sample PhD Program of Study

Student: Carolyn Kilday
Advisor: Bob Pianta
Program Entrance: Fall, 2006
Anticipated Graduation: Summer, 2010
Specialization: Early childhood mathematics, math and cognition, teacher preparation and professional development

<table>
<thead>
<tr>
<th>Specialization (18 hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDIS 785 Problems and Issues in Math Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 720 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 816 Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 532 Teaching Math in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 945 Research in Math Ed</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 715 Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 581 Early Development of Symbol Use</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 881 Development of Symbolic Functioning</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Requirements</th>
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</thead>
<tbody>
<tr>
<td>EDLF 730 Intro to Ed Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 830 Statistics II: Experimental design</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 831 Statistics III: Regression and correlation</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 836 Structural equation modeling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 776 Applied multivariate methods</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 753 Qualitative research</td>
<td>3</td>
</tr>
<tr>
<td>EDLF TBD Research Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 748 Community Psych</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 785 Seminar: Reading Research (area requirement)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 581 Seminar: Cognition and Emotion (area requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 589 Risk and Prevention Proseminar (2 credits annually)</td>
<td>8</td>
</tr>
<tr>
<td>EDLF 879 Grant writing seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 898 Directed Study (6 credits annually)</td>
<td>18</td>
</tr>
<tr>
<td>EDHS 974 Teaching internship</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 999 Dissertation Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Note: Developmental Psych Requirement has been met with Child Development and Advanced Child Development courses in specialization above.
Appendix C:
Curry PhD Requirements

The program requirements for the Ph.D. in the Curry School of Education are presented in the University Graduate Record 2008-2009, http://records.ureg.virginia.edu/index.php and have been duplicated below:

The Ph.D. degree is the highest academic degree awarded by the University. The primary purpose of the degree is to develop educational scholars who wish to conduct original research and interpret and communicate the results of such research as authors, university faculty, and governmental or research agency officials. The requirements below pertain to students admitted into the Ph.D. program for the 2008-2009 academic year or before. Degree requirements for Ph.D. students beginning their studies in the fall of 2009 are posted on the Curry web site.

Admission Requirements Those desiring to pursue a Doctor of Philosophy degree must submit an application for admission to the Curry School of Education. Applicants must also:

1. hold a baccalaureate degree, and in most programs, a master’s degree, from a collegiate institution of recognized rank;
2. have an outstanding academic record;
3. submit official transcripts of all undergraduate and graduate work;
4. submit two references strongly endorsing him or her for doctoral work;
5. submit official score reports for the Graduate Record Examinations (international students must also submit TOEFL scores);
6. submit a statement of professional goals; and
7. meet any additional department or area of specialization requirements.

Residence Requirement Ph.D. candidates must complete at least two consecutive semesters (fall-spring semester) of full-time (9 credits) graduate work.

Enrollment Requirements 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 or working with a committee, they may maintain enrollment by paying a University non-resident fee through the Office of Admission in the Curry School. Failure to maintain continuous enrollment will require students to reapply for admission. Students must be enrolled for dissertation hours during any semester in which they are working with their committee.

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, out-of-date work may be revalidated by examination.

**Program Requirements**

To earn a Ph.D. degree the following minimum requirements must be met:

The student must successfully complete a program of study determined by the doctoral committee. The student must earn a minimum of 72 credits, including at least 54 credits for courses other than non-topical research or dissertation credit. Some programs may require more than the 54 credit minimum. A maximum of 24 credits from the master’s program may be counted toward the degree. A minimum of 36 credits (not including internships, independent study, practica and dissertation credit) must be earned on grounds after admission. Some program areas also require a preliminary examination.

The student must successfully complete a written comprehensive examination. In addition, an oral examination may be required. Comprehensives must be completed before the dissertation committee is appointed and before the dissertation proposal is defended. The student must demonstrate research proficiency by meeting requirements set by the Ph.D. program area in which the student is enrolled.

The student must successfully complete 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 conduct and conclusions of the dissertation. All other requirements must be completed before this defense. Guidelines for dissertation work can be found on the Curry website.

Students must complete all additional requirements as specified by their department and program area in the Curry School of Education, doctoral committee, and advisor.

**Record of Progress**

Students must maintain an official Record of Progress Form. This form may be obtained online from the Curry website. The Record of Progress should be started upon initial registration and kept up to date throughout the doctoral program.

**Doctoral Program Committee**
Depending on the program area, the Ph.D. program of study is directed by the student's doctoral committee or by program area faculty. After approximately 12 credits of study, approved by the student's advisor, a doctoral committee should be established. This committee is responsible for the design of the program of study and supervises the student 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 inside the major department (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 department, four University faculty who have agreed to serve on the committee, and the associate dean.

Preliminary Examinations

Preliminary examinations may be required by individual program areas. All committee members must verify that such examinations have been successfully completed by signing the record of progress.

Comprehensive Examinations

When nearing completion of the program of study, and with the approval of the major advisor, the student requests a written examination, or, in some areas, a comprehensive project in all areas appropriate to the student’s planned program. The time, place, content, specific format, and evaluation of the examination shall be determined by the doctoral committee. All committee members must judge the student’s performance to be satisfactory and must verify successful completion of the exams 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.

Research Skills

Ph.D. students must demonstrate research proficiency. The method for doing so is
determined by the program area.

**Dissertation**

See the Curry Dissertation Manual for information about forming a dissertation and for a full description of dissertation guidelines, procedures, and deadlines:

http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=568&Itemid=44
Appendix D: Courses

The program curriculum consists of the Interdisciplinary Core and the Specialization as described below. These are examples of courses around grounds and within Curry that may be of interest.

*Interdisciplinary Core (*required)*

- EDLF 718 Tests and Measurements
- EDLF 719 Classroom Assessment
- EDLF 730 Introduction to Educational Research
- EDLF 731 Educational Statistics: Stat I
- EDLF 732 Educational Statistics Laboratory
- EDLF 733 Single-Subject Research
- EDLF 735 Survey Design and Instrument Construction
- EDLF 750 Intro to Program Evaluation
- EDLF 752 Techniques of Instrument Constructions
- EDLF 753 Introduction to Qualitative Analysis
- EDLF 815 Advanced Tests and Measurements
- EDLF 830 Experimental Design: Stat II*
- EDLF 831 Correlation and Regression: Stat III*
- EDLF 832 Non-Parametric Statistics
- EDLF 833 Bayesian Statistics
- EDLF 834 Measurement Theory I
- EDLF 835 Multivariate: Statistics IV*
- EDLF 836 Structural Equation Modeling*
- EDLF 840 Program Evaluation Design
- EDLF 844 Advanced Qualitative Analysis
- EDLF 845 Qualitative Data Analysis with Computers
- PSYC 772 Quantitative Methods II
- PSYC 776 Intro to Applied Multivariate
- PSYC 881 Intro to Structural Equation Modeling
- PSYC 881 Advanced Multivariate Analysis
- PSYC 881 Exploratory and Graphical Data Analysis
- PSYC 883 Developmental Research Methods
- EDHS 976 Research Design in Education Sciences*
- EDLF 879 Grant and Proposal Development* (or alternative grant writing course)
- EDIS 885 Special Education: Grant Writing* (or alternative grant writing course)
- EDLF 589 Proseminar: Interdisciplinary Issues in Risk and Prevention*
- PSYC 748 Community Psychology and Prevention Science*
- EDLF 898 Directed Study*
- EDHS 999 Dissertation Research*
- EDHS 974 Internship in College Teaching or Supervision*

Health Promotion

- EDHS 550 Contemporary Health Issues
EDHS 553 Nutrition
EDHS 547 Motivational Processes Sport and Exercise
EDHS 842 Metabolic Adapt To Exercise
EDHS 843 Exercise Intervention in Disease

Literacy
   EDIS 770 Foundations: Reading Instruction
   EDIS 772 Word Study: Language Structure Phonics
   EDIS 775 Effective Reading Programs
   EDIS 785 Seminar – Reading

Language and Cognitive Development
   PSYC 515 Advanced Cognitive Psychology
   PSYC 583 Cognitive Neuroscience
   PSYC 712 Cognitive Methods
   PSYC 715 Cognitive Processes
   EDHS 803 Disorders of Speech Production
   EDHS 809 Language Disorders-birth to preschool
   EDHS 810 Disorders of Language: School Age
   PSYC 555 Developmental Psycholinguistics
   PSYC 855 Language Development
   PSYC 881 Development of Symbolic Functioning
   EDLF 716 Human Development
   EDLF 717 Concepts of Learning
   EDLF 728 Creativity and Problem-solving
   EDLF 816 Advanced Child Development
   PSYC 581 Early Development of Symbol Use

Social and Affective Development
   PSYC 581 Emotion-cognition
   PSYC 852 Social and Personality Development
   EDHS 589 Social and Affective Processes
   EDIS 705 Behavior Management
   EDLF 726 Social Development in Context

Family Processes
   PSYC 884 The Ethnic Minority Family
   EDHS 828 Marriage and Family Dynamics
   EDHS 873 Family Therapy: Therapy and Techniques

Community Psychology
   PSYC 885 Cultural Psychology
   EDHS 524 Substance Abuse in Society
   PSYC 541 Juvenile Justice and Violence
Education Policy

EDLF 589 K-12 Education Policy
EDLF 706 Theoretical Perspectives on Educational Policy
EDLF 708 Education Policy: Professional Seminar
EDLF 762 Sociology of Education
EDLF 862 State and National Policy and Higher Education

Other relevant courses in related areas of interest include:

ANTH 525 The Experience of Illness in American Society
ANTH 528 Topics in Race Theory
ECON 831 Public Economics I
PLAP 530 Politics of Mental Health
PLAP 543 Intergovernmental Relations
PLAP 765 Economic Concepts and Public Policy
PLAP 766 Policy Analysis
PLAP 844 Urban Politics
PSYC 531 Functional Neuroanatomy
PSYC 541 Special Issues in the Psychological Study of Children, Families, and the Law
PSYC 559 Measurement of Group Differences Across the Lifespan
PSYC 584 Ethnopsychologies
PSYC 705 Memory
PSYC 720 Neural Mechanisms of Behavior
PSYC 749 Community Psychology and Prevention Science II: Intervention and Research in Social Systems
PSYC 762 Social Cognition and Human Inference
PSYC 805 Public Policy, Children, and Families
PSYC 847 Ecological Theory and Assessment
PSYC 848 Social Ecology and Development
PSYC 853 Family Relations and Human Development
PSYC 860 Mental Health, Law, and Children
PSYC 882 Item Response Theory
PSYC 882 Perceptual Motor Development
SOC 842 Social Stratification
SOC 562 Social Demography
SOC 752 Sociology of Family
SOC 780 Social Change
SOC 823 Deviance and Social Control
SOC 853 Sociology of Education
SOC 861 Population Analysis
SOC 571 Sociology of Organizations
EDHS 501 Applied Phonetics
EDHS 505 Anatomy and Physics of Speech and Hearing Mechanisms
EDHS 524 Substance Abuse in Society
EDHS 589 PE for Children with Severe Disabilities
EDHS 589 Neuromuscular Control
EDHS 589 Assess and Inst Processes: Birth to Age Five
EDHS 719 Neuroanatomy and Neurophysiology of Communication
EDHS 742 Advanced Exercise Physiology
EDHS 745 Advanced Motor Learning
EDHS 768 Psychopathology
EDHS 845 Disease Processes and Prevention
EDIS 712 Positioning/handling and Self-care Skills
EDIS 715 Advanced Behavior Support
EDIS 880 Curriculum: Design and Evaluation
EDIS 885 Education in Cultural Historical Perspective
EDIS 885B Policy Issues in Teaching and Teacher Education
EDLF 555 Multi-cultural Education
EDLF 589 Sociocultural Perspectives on Risk
EDLF 589 Perspectives in Ed Policy
EDLF 589 Ethnography and Education
EDLF 589 School Improvement
EDLF 589 Social Welfare Policy
EDLF 706 Theoretical Perspectives on Education Policy
EDLF 708 Education Policy: Professional Seminar
EDLF 710 Contemporary Educational Issues
EDLF 722 Introduction to Gifted Education
EDLF 734 Information Management
EDLF 739 Differentiating Instruction
EDLF 762 Sociology of Education
EDLF 764 Anthropology of Education
EDLF 778 School and Community Relations
EDLF 791 Annual Policy Institute
EDLF 821 Advanced Seminar on Program Evaluation
EDLF 826 Social Development in Context
EDLF 837 Advanced Seminar in Educational Research and Mgmt.
EDLF 865 Educational Policy Formulation and Implementation
EDLF 867 Politics of Education
EDLF 868 Economics and Education Policy
EDLF 869 Educational Policy Formulation and Implementation II
EDLF 870 Seminar: Equity and Social Justice
EDLF 871 Moral and Ethical Issues of Leadership
EDLF 875 School Law
EDLF 877 Organization Theory
Appendix E:
Steps for Forming a Dissertation Committee consistent with the Curry Guidelines

The Ph.D. dissertation committee is composed of a minimum of 4 University of Virginia faculty members. A minimum of two of these committee members must be Curry faculty and at least one must be from the student’s home program area to serve as the Chair or Co-Chair. Consistent with University’s policy for faculty membership, eligible faculty are those who are at the assistant professor rank or higher and who are not visiting faculty members from another university.

The four members include:

--A dissertation advisor (chair/co-chair) who is the first line of communication between the student and the other committee members;
--A content expert (likely from the home program area or related fields) who possesses necessary content expertise for the student’s area of inquiry;
--A member of the committee with methodological expertise consistent with the student’s research question(s). This person may or may not be situated within the Research, Statistics, and Evaluation program area. Any member of the committee, including the chair/co-chair, may be designated the committee member with specific methodological expertise.
--A Dean’s Representative (i.e., outside member), who must be housed outside the student’s home program area and preferably outside of the student’s department. Any faculty member eligible to serve on dissertation committees may serve on a committee as the Dean’s Representative member. The role of the Dean’s Representative member is to provide outside insights into the student’s conceptual, theoretical, methodological, and/or content area assumptions.
--A fifth member may serve on the committee if deemed appropriate by the student and the student’s advisor. Faculty members from outside the University can only serve as the committee’s fifth member.

The membership of the Ph.D. student’s dissertation committee is largely determined by the student and the student’s advisor. The Dean’s representative member is determined through a three-step process:

1. The advisor and the student review a list of eligible faculty members outside the home program area and in most cases outside the department. In addition, the student and advisor may recommend a faculty member from outside the Curry School of Education when appropriate for the program area or proposed study.
2. The dissertation advisor and student make an unranked list of their top three faculty selections to serve as the Dean’s Representative member to the committee, noting what content area, methodological, or other relevant expertise the individual will bring to the student’s committee. This request is filed with the office of the Associate Dean for Academic Affairs.
3. The Office of the Associate Dean for Academic Affairs reviews the student’s request for the Dean’s Representative committee member and, after consultation with the department chairs, makes the final determination based on faculty dissertation load and other relevant factors. For more information, please see the Curry Dissertation Manual at http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=66&Itemid=0