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

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

GUIDELINES FOR STUDENTS ENTERING FALL 2010
DOCTORAL TRAINING IN
EDUCATIONAL PSYCHOLOGY AND
APPLIED DEVELOPMENTAL SCIENCE (EP-ADS)
THE UNIVERSITY OF VIRGINIA

GUIDELINES FOR PROSPECTIVE AND CURRENT PHD STUDENTS¹
2010-2011

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

¹ Approved for the Academic Year 2010-2011
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 2010-2011 includes:
Sara Rimm-Kaufman (Director), Educational Psychology and Applied Developmental Science
Daphna Bassok, Education Policy
Nancy Deutsch, Research, Statistics, and Evaluation
Jason Downer, Center for Advanced Study of Teaching and Learning, Clinical and School Psychology
David Feldon, Curriculum and Instruction
Dave Grissmer, Center for Advanced Study of Teaching and Learning
Bridget Hamre, Center for Advanced Study of Teaching and Learning, Clinical and School Psychology
LaVae Hoffman, Communication Disorders
Joanna Lee, Educational Psychology and Applied Developmental Science
Andrew Mashburn, Center for Advanced Study of Teaching and Learning
Robert McNergney, Educational Psychology and Applied Developmental Science
Natalia Palacios, Educational Psychology and Applied Developmental Science
Robert Pianta, (Dean), Center for Advanced Study of Teaching and Learning
Marie Shoffner, Counselor Education
Tina Stanton-Chapman, Special Education
Patrick Tolan, Youth-Nex: Center for Positive Youth Development
Diane Whaley, Educational Psychology and Applied Developmental Science
Amanda Williford, Center for Advanced Study of Teaching and Learning, Clinical and School Psychology
Jim Wyckoff, Education 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
Dan Berch, Associate Dean for Research
Ruth Bernheim, Public Health
Robert Berry, Education
Mark Conaway, Public Health
Judy DeLoache, Psychology
Xitao Fan, Research, Statistics, and Evaluation
Mable Kinzie, Education
Timothy R. Konold, Research, Statistics, and Evaluation
Angeline Lillard, Psychology
Amori Yee Mikami, Psychology
N. Dickon Reppucci, Psychology
Herb Richards, Education
Josipa Roksa, Sociology
Jerry Short, Education and School of Medicine
Sarah Turner, Education, Economics
Dan Willingham, Psychology
Melvin Wilson, 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 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/ep-ads

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. 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 and the form is submitted to Curry along with their dissertation materials at the time of graduation. A Word version of this form is available at http://curry.edschool.virginia.edu/index.php?option=com_content&task=view&id=82&Itemid=0

**Assessment**

At the annual review meeting in early May, students will bring the completed annual review document and updated competency matrix. First year students will also bring their proposed program of study by completing the Course Guidelines document. (All of these documents are available at: http://curry.edschool.virginia.edu/component/content/article/25-risk-a-prevention-in-education-sciences/1981-rpesep-ads-phd-information-for-current-students)

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 (EDLF 7300)
- Data Management for Analysis (EDLF 5500)
- 12 hours or more in research design and methods
  - Statistics II (EDLF 8300 - 3 credits; students are expected to have completed Stats I or the equivalent prior to beginning the program)
  - Statistics III (EDLF 8310 - 3 credits)
  - Statistics IV: Multivariate Statistics (EDLF 8350 - 3 credits)
  - Structural Equation Modeling (EDLF 8360 - 3 credits)
  - Recommended but optional: Choose one or more from:
    - Measurement Theory (EDLF 7180, EDLF 7190, EDLF 7350, EDLF 8340, STAT 5310)
    - Single Subject Research (EDLF 7330)
- Qualitative Methods (EDLF 7530, EDLF 8440, EDLF 8450)
- Grant writing (EDLF 8790, EDIS 8850 - 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.
- Proseminar in Applied Developmental Science and Education Policy (EDLF 5500 - 1 credit per semester)
- Community Psychology and Prevention Science (PSYC 7480 - 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 one of the following areas (3 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 9998 - 3 credits per semester, minimum 18 hours)
- Internship/practicum in teaching or supervision (EDHS 9740 - 3 credits)
- Doctoral dissertation credits (EDLF 9999, 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

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 5500)</td>
<td>Proseminar (EDLF 5500)</td>
</tr>
<tr>
<td>Research Foundations (EDLF 7300)</td>
<td>Research design and methods (EDLF 8310)</td>
</tr>
<tr>
<td>Community Psychology and Prevention Science (PSYC 7480)</td>
<td>2 Specialization courses</td>
</tr>
<tr>
<td>Research design and methods (EDLF 8300)</td>
<td>Directed Research (EDLF 9998; 3 credits)</td>
</tr>
<tr>
<td>Directed Research (EDLF 9998; 3 credits)</td>
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</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 5500)</td>
<td>Proseminar (EDLF 5500)</td>
</tr>
<tr>
<td>Research design and methods (EDLF 8350)</td>
<td>Research design and methods (EDLF 8360)</td>
</tr>
<tr>
<td>Grant writing (EDLF 8790)</td>
<td>2 Specialization courses</td>
</tr>
<tr>
<td>Specialization course</td>
<td>Directed Research (EDLF 9998; 3 credits)</td>
</tr>
<tr>
<td>Data Management for Analysis (EDLF 5500)</td>
<td></td>
</tr>
<tr>
<td>Directed Research (EDLF 9998; 3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 5500)</td>
<td>Proseminar (EDLF 5500)</td>
</tr>
<tr>
<td>Research design and methods (EDLF 7530)</td>
<td>Internship/practicum in teaching (EDHS 9740)</td>
</tr>
<tr>
<td>Specialization course</td>
<td>Directed research (EDLF 9998; 3 credits)</td>
</tr>
<tr>
<td>Area Requirement (for ex., EDHS 8100; see App. D)</td>
<td>Dissertation Research (EDLF 9999; 3 credits)</td>
</tr>
<tr>
<td>Directed research (EDLF 9998; 3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proseminar (EDLF 5500)</td>
<td>Proseminar (EDLF 5500)</td>
</tr>
<tr>
<td>Dissertation Research (EDLF 9999; 9 credits)</td>
<td>Dissertation Research (EDLF 9999; 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: [http://records.ureg.virginia.edu/index.php](http://records.ureg.virginia.edu/index.php)

**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 EP-ADS doctoral 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 Curry doctoral students are required to complete a pre-dissertation research project that results in one manuscript submitted for publication in a peer-reviewed journal or other scholarly publication. EP-ADS students are required to complete another paper in addition to that, and submit both for publication prior to beginning their dissertation work: one paper as co-author and one as first author. In their first year, students begin work on the co-authored paper and submit it for publication during their first or second year. In their second year, students begin their first-author paper.

Both of these manuscripts must be submitted before the student undertakes dissertation work. There is no requirement that the paper be accepted for publication, but 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:

<table>
<thead>
<tr>
<th>Committee notification</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of readers</td>
<td>Advisor identifies comps readers from among the steering committee, typically</td>
</tr>
</tbody>
</table>
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, which 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 can begin to work toward their dissertation. The Curry School of Education has established a standardized process across programs. This includes the composition of the dissertation committee. Please see the most recent dissertation manual [here](http://curry.edschool.virginia.edu/files/pdf/dissertationmanual.pdf) for details.
## Appendix A
### 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

### Specialization (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 7850</td>
<td>Problems and Issues in Math Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 7200</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 8160</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 5320</td>
<td>Teaching Math in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 9450</td>
<td>Research in Math Ed</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7150</td>
<td>Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5810</td>
<td>Early Development of Symbol Use</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8810</td>
<td>Development of Symbolic Functioning</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDLF 7300</td>
<td>Intro to Ed Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 8300</td>
<td>Statistics II: Experimental design</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 8310</td>
<td>Statistics III: Regression and correlation</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 8360</td>
<td>Structural equation modeling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7760</td>
<td>Applied multivariate methods</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 7530</td>
<td>Qualitative research</td>
<td>3</td>
</tr>
<tr>
<td>EDLF TBD</td>
<td>Research Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7480</td>
<td>Community Psych</td>
<td>3</td>
</tr>
<tr>
<td>EDIS 7850</td>
<td>Seminar: Reading Research (area requirement)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5810</td>
<td>Seminar: Cognition and Emotion (area requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 5500</td>
<td>Proseminar in Applied Developmental Science and Education Policy (2 credits annually)</td>
<td>8</td>
</tr>
<tr>
<td>EDIS 8790</td>
<td>Grant writing seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 9998</td>
<td>Directed Study (6 credits annually)</td>
<td>18</td>
</tr>
<tr>
<td>EDHS 9740</td>
<td>Teaching internship</td>
<td>3</td>
</tr>
<tr>
<td>EDLF 9999</td>
<td>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 B: Courses

Below are courses that are part of the interdisciplinary core, as well as examples of courses around grounds and within Curry that may be of interest.

Interdisciplinary Core (*required)

EDLF 7180 Tests and Measurements
EDLF 7190 Classroom Assessment
EDLF 7300 Foundations of Educational Research*
EDLF 7310 Educational Statistics: Stat I
EDLF 7320 Educational Statistics Laboratory
EDLF 7330 Single-Subject Research
EDLF 7350 Survey Design and Instrument Construction
EDLF 7500 Intro to Program Evaluation
EDLF 7520 Techniques of Instrument Constructions
EDLF 7530 Introduction to Qualitative Analysis
EDLF 8150 Advanced Tests and Measurements
EDLF 8300 Experimental Design: Stat II*
EDLF 8310 Correlation and Regression: Stat III*
EDLF 8320 Non-Parametric Statistics
EDLF 8330 Bayesian Statistics
EDLF 8340 Measurement Theory I
EDLF 8350 Multivariate: Statistics IV*
EDLF 8360 Structural Equation Modeling*
EDLF 8400 Program Evaluation Design
EDLF 8440 Advanced Qualitative Analysis
EDLF 8450 Qualitative Data Analysis with Computers
STAT 5310 Clinical Trials Methodology
PSYC 7720 Quantitative Methods II
PSYC 7760 Intro to Applied Multivariate
PSYC 8810 Intro to Structural Equation Modeling
PSYC 8810 Advanced Multivariate Analysis
PSYC 8810 Exploratory and Graphical Data Analysis
PSYC 8830 Developmental Research Methods
EDLF 8790 Grant and Proposal Development* (or alternative grant writing course)
EDIS 8853 Seminar: Research Grant Writing* (or alternative grant writing course)
EDLF 5500 Proseminar: Issues in Applied Developmental Science and Education Policy*
PSYC 7480 Community Psychology and Prevention Science*
EDLF/EDIS/EDHS 9998 Directed Research* (register under your advisor’s name and department)
EDHS 9999 Dissertation Research*
EDHS 9740 Internship in College Teaching or Supervision*

Developmental Processes
   EDLF 5270 Adult Development and Aging
   EDLF 5470 Motivation in Achievement Contexts
   EDLF 7200 Child Development
   EDLF 7210 Adolescent Development
   EDLF 7160 Life Span Development
   EDLF 8160 Advanced Child Development

Language and Cognitive Development
   PSYC 5150 Advanced Cognition
   PSYC 5830 Cognitive Neuroscience
   PSYC 7120 Cognitive Methods
   PSYC 7150 Cognitive Processes
   EDHS 8030 Disorders of Motor Speech Production
   EDHS 8090 Language Disorders—birth to preschool
   EDHS 8100 Disorders of Language: School Age
   PSYC 7110 Psycholinguistics
   PSYC 8605 Language Development
   PSYC 8670 Cognitive Development
   EDLF 7170 Concepts of Learning
   EDLF 7280 Creativity and Problem-solving
   PSYC 5810 Early Development of Symbol Use

Social and Affective Development
   PSYC 5160 Emotion-cognition
   PSYC 7660 Adolescent Development
   PSYC 8650 Social and Personality Development
   EDHS 5500 Social and Affective Processes
   EDIS 5041 Behavior Management
   EDLF 7260 Social Development in Context

Health Promotion
   EDHS 5500 Contemporary Health Issues
   EDHS 5530 Nutrition
   EDHS 8420 Metabolic Adapt To Exercise
   EDHS 8430 Exercise Intervention in Disease

Literacy
   EDIS 7700 Foundations of Reading Instruction
   EDIS 7720 Word Study: Language Structures, Phonics, & Morphology
   EDIS 7750 Effective Reading Programs
   EDIS 7850 Seminar – Reading

Family Processes
PSYC 8460 The Minority Family  
EDHS 8280 Marriage and Family Dynamics  
PSYC 8660 Family Relations and Human Development  
EDHS 8730 Family Therapy: Theory and Techniques

Community Psychology  
PSYC 8850 Cultural Psychology  
EDHS 5240 Substance Abuse in Society  
PSYC 5410 Juvenile Justice and Violence

Education Policy  
EDLF 5500 K-12 Education Policy  
EDLF 7060 Theoretical Perspectives on Educational Policy  
EDLF 7080 Education Policy: Professional Seminar  
EDLF 7604 Sociology of Education  
EDLF 8662 State and National Policy and Higher Education

Other relevant courses in related areas of interest include:

ANTH 5250 The Experience of Illness in American Society  
ANTH 5280 Topics in Race Theory  
ECON 8310 Public Economics I  
PLAP 5300 Politics of Mental Health  
PLAP 5430 Intergovernmental Relations  
PLAP 7650 Economic Concepts and Public Policy  
PLAP 7660 Policy Analysis  
PLAP 8440 Urban Politics  
PSYC 5301 Functional Neuroanatomy  
PSYC 5651 Special Issues in the Psychological Study of Children, Families, and the Law  
PSYC 7050 Memory  
PSYC 7200 Physiological Psychology  
PSYC 7490 Community Psychology and Prevention Science II: Intervention and Research in Social Systems  
PSYC 7620 Social Cognition and Human Inference  
PSYC 8050 Public Policy, Children, and Families  
PSYC 8470 Ecological Theory and Assessment  
PSYC 8480 Social Ecology and Development  
PSYC 8530 Family Relations and Human Development  
PSYC 8600 Mental Health, Law, and Children  
PSYC 8820 Item Response Theory  
PSYC 8820 Perceptual Motor Development  
SOC 5420 Social Stratification  
SOC 5620 Social Demography  
SOC 5057 Sociology of Family  
SOC 7810 Social Change  
SOC 8230 Deviance and Social Control
SOC 8053 Sociology of Education
SOC 8610 Population Analysis
SOC 8710 Sociology of Organizations
EDHS 5010 Applied Phonetics
EDHS 5050 Anatomy and Physics of Speech and Hearing Mechanisms
EDHS 5240 Substance Abuse in Society
EDHS 5500 PE for Children with Severe Disabilities
EDHS 5500 Neuromuscular Control
EDHS 5500 Assess and Inst Processes: Birth to Age Five
EDHS 7190 Neuroanatomy and Neurophysiology of Communication
EDHS 7420 Advanced Exercise Physiology
EDHS 7450 Advanced Motor Learning
EDHS 7680 Psychopathology
EDHS 8450 Disease Processes and Prevention
EDIS 7120 Positioning/handling and Self-care Skills
EDIS 7150 Positive Behavior Support
EDIS 8800 Principles of Curriculum Design
EDIS 8854 Policy Issues in Teaching and Teacher Education
EDLF 5000 Multi-cultural Education
EDLF 5500 Sociocultural Perspectives on Risk
EDLF 5500 Perspectives in Ed Policy
EDLF 5500 Ethnography and Education
EDLF 5500 School Improvement
EDLF 5500 Social Welfare Policy
EDLF 7060 Theoretical Perspectives on Education Policy
EDLF 7080 Education Policy: Professional Seminar
EDLF 7100 Contemporary Educational Issues
EDLF 7220 Introduction to Gifted Education
EDLF 7340 Information Management
EDLF 7390 Differentiating Instruction
EDLF 7604 Sociology of Education
EDLF 7605 Anthropology of Education
EDLF 7806 School and Community Relations
EDLF 7876 Annual Policy Institute
EDLF 8210 Advanced Seminar on Program Evaluation
EDLF 8260 Social Development in Context
EDLF 8370 Advanced Seminar in Educational Research and Mgmt.
EDLF 8650 Educational Policy Formulation and Implementation
EDLF 8670 Politics of Education
EDLF 8680 Economics and Education Policy
EDLF 8690 Educational Policy Formulation and Implementation II
EDLF 8700 Seminar: Equity and Social Justice
EDLF 8801 Moral and Ethical Issues of Leadership
EDLF 7810 School Law
EDLF 8802 Organizational Theory