Ph.D. in Education – Research, Statistics, and Evaluation

General Doctoral Program Information

Enrollment Requirements
Students must be enrolled continuously 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.

Goals of the PhD program:
All Ph.D. programs in the Curry School are designed to prepare professors and scholars with demonstrated ability to conduct research in their field of study. Programs may establish additional requirements and goals consistent with their field.

Faculty Mentors:
All entering Ph.D. students will be assigned a faculty advisor who serves as a mentor.

Coursework and Residency:
The PhD program requires a minimum of 72 credits, although programs may require more. Students must complete at least 54 credits of coursework. This includes content courses and 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. Students can apply up to 12 credits of dissertation work towards the total of 72.

Students entering the doctoral program with a master’s degree can apply up to 24 hours of credit to their doctoral program, provided that the program area and Associate Dean for Academic Affairs agree that the courses are comparable to substitute for specific courses required in the doctoral program.

Students will ordinarily complete the program in 4 years of full-time study, or 3 years of full-time study beyond an applicable master’s degree.

Research Apprenticeship:
Ph.D. students will participate in a research apprenticeship with their faculty advisors. This apprenticeship will occupy approximately 10 hours of each student’s week during the first and second years of study and may increase 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.
Ph.D. in Education – Research, Statistics, and Evaluation

The student desiring to pursue a Doctor of Philosophy degree with emphasis in Research, Statistics, and Evaluation should submit an online application and supporting materials to the Curry School of Education. The applicant must:

- hold a baccalaureate degree or its equivalent;
- have an outstanding record as a student;
- upload unofficial transcripts showing undergraduate and graduate work to the online application;
- submit via the application form two (2) references strongly endorsing him/her for doctoral work;
- submit official Graduate Record Examination scores to the University of Virginia; and
- meet any additional department or area of specialization requirements.

Degree Requirements

To earn a Doctor of Philosophy degree in Education the following minimum requirements must be met:

- The student must successfully complete a program of study determined by the Program Committee in one of three strands (statistical methods, qualitative research, or program evaluation).
- All students must successfully complete 21 foundational course units in RSE (listed below) in addition to course work specified by the program committee.

EDLF 7300 Foundations of Educational Research, 3 credit hours
EDLF 5330 Quantitative Methods and Data Analysis I, 3 credit hours
EDLF 7402 Introduction to Program Evaluation, 3 credit hours
EDLF 7404 Qualitative Analysis I: Introduction, 3 credit hours
EDLF 7420 Quantitative Methods and Data Analysis II: General Linear Models, 3 credit hours
EDLF 8310 Generalized Linear Models, 3 credit hours
EDLF 8440 Qualitative Analysis II: Advanced, credit hours

Additional course options to be selected with advisement (21 credit minimum)¹
EDLF 5310 Data Management for Social Science Research, 3 credit hours
EDLF 5500 Field Experiments, 3 credit hours
EDLF 7060 Theoretical Perspectives on Educational Policy, 3 credit hours
EDLF 7080 Educational Policy: Professional Seminar, 3 credit hours
EDLF 7180 Tests and Measurements, 3 credit hours
EDLF 7410 Mixed Methods Research Design
EDLF 8350 Educational Statistics IV: Multivariate, 3 credit hours
EDLF 8340 Measurement Theory, 3 credit hours
EDLF 8361 Structural Equation Modeling, 3 credit hours
EDLF 7350 Seminar in Educational Research, 3 credit hours
EDLF 7403 Survey Design and Instrument Construction, 3 credit hours
EDLF 8315 Causal Inference in Educational Policy
EDLF 8360 Multilevel Modeling in Education Research
EDLF 8361 Structural Equation Modeling
EDLF 8400 Program Evaluation Design, 3 credit hours
EDLF 8410 Advanced Seminar in Program Evaluation, 3 credit hours
EDLF 8450 Computer Assisted Qualitative Analysis, 3 credit hours

¹ Students may elect to substitute or augment these with method courses offered in other departments (e.g., psychology, economics, policy, mathematics)
• The student must successfully complete at least 72 credit hours of course work (which may include work completed for the Master’s Degree, not to exceed 24 transfer credits). A minimum of 36 credits must be earned on grounds excluding internship, independent study, practica, and dissertation credit.

• The student must complete successfully written comprehensive examinations in the major and supporting areas, and an oral examination if required, as determined by the student’s doctoral committee.

• The student must successfully complete all dissertation requirements including (a) defending a dissertation proposal before the student’s full doctoral committee, (b) the planning and carrying out of a research study (dissertation) appropriate to the field of specialization, and (c) passing an oral final examination on the conduct and conclusions of the dissertation.

• The student must complete all additional requirements as specified by the Graduate School of Education Record, his/her department in the School of Education, doctoral committee, and advisor. View the Curry School Dissertation Guidelines.

Course Overview (Illustrative Examples)

QUANTITATIVE METHODS

First Year

Semester One: (12 credits)
Educational Statistics I
Introduction to Educational Research
Tests and Measurements (2 credits)
Classroom Assessment (1 credit)
Introduction to Qualitative Analysis

Semester Two: (12 credits)
Statistics II Experimental Design
Advanced Qualitative Analysis
Techniques of Instrument Construction
Area of Interest

Second Year

Semester Three: (15 credits)
Statistics III: Correlation and Regression
Seminar in Educational Research
Introduction to Program Evaluation
Single Subject Research
Area of Interest

Semester Four: (15 credits)
Statistics IV: Multivariate Statistics
Structural Equation Modeling
Measurement Theory I
Seminar in Program Evaluation
Area of Interest

Third Year

Semester Five: (12 credits)
Dissertation Hours

Semester Six
Dissertation Hours
# QUALITATIVE RESEARCH

**First Year**

**Semester One: (12 credits)**
- Educational Statistics I
- Introduction to Educational Research
- Introduction to Qualitative Analysis
- Area of Interest

**Second Year**

**Semester Three (15 credits)**
- Introduction to Program Evaluation
- Statistics III: Correlation and Regression
- Seminar in Research, Statistics and Evaluation
- Area of Interest

**Third Year**

**Semester Five: (12 credits)**
- Dissertation Hours
- Additional course possibilities for areas of interest in qualitative strand:
  - Ethnograph of Education
  - Classroom Assessment
  - Survey Construction
  - Sociology of Education
  - Single Subject Research

**Semester Six: (12 credits)**
- Dissertation Hours

# PROGRAM EVALUATION

**First Year**

**Semester One: (12 credits)**
- Educational Statistics I
- Introduction to Educational Research
- Introduction to Program Evaluation
- Introduction to Qualitative Analysis

**Second Year**

**Semester Three: (15 credits)**
- Measurement Theory I
- Statistics III: Correlation and Regression
- Seminar in Research, Statistics, and Evaluation

**Second Year**

**Semester Four: (15 credits)**
- Advanced Qualitative Analysis
- Survey Research
- Program Evaluation Design
Theoretical Perspectives on Educational Policy  

**Third Year**

**Semester Five: (12 credits)**

Dissertation Hours

Additional course possibilities for area of interest in Program Evaluation:

- Ethnography of Education
- Classroom Assessment
- Sociology of Education
- Single Subject Research
- Policy Implementation

**Semester Six: (12 credits)**

Dissertation Hours
Overview of Planning and Annual Review Process for PhD Students

Planning and Review Documents

1. Program Area Competency Matrix (Appendix A)
2. Annual Research Table (Appendix B)
3. Annual Review Meeting Preparation Document (Appendix C)

Schedule for Completing Planning and Annual Review Documents

<table>
<thead>
<tr>
<th></th>
<th>First year students</th>
<th>Second, Third, Fourth Year Students</th>
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<tbody>
<tr>
<td>Program Area Competency Matrix</td>
<td>September &amp; May</td>
<td>May</td>
</tr>
<tr>
<td>Annual Research Table</td>
<td>October with updates in May or June</td>
<td>Updates in May or June</td>
</tr>
<tr>
<td>Annual Review Meeting Preparation Document</td>
<td>May</td>
<td>May or June</td>
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Annual Review Process

1. In September, first year students complete the Competency Matrix and discuss it with their advisors. The competency matrix is not a measurement tool. It’s a reflective tool designed to produce productive conversation between advisors and their students. First year students work with their advisors to complete the Annual Research Table document by October of their first year. Student self-ratings on content knowledge, research skills, writing, teaching and career development using the Competency Matrix are used for SACS purposes.

2. In May, all students (first year and beyond) update their Competency Matrix and their Annual Research Table (using track changes so modifications to the original plan are clear). Students complete the Annual Review Meeting Preparation Document. The student schedules a 45-minute meeting with their advisor and one other faculty member. The student sends the Annual Review Meeting Preparation Document, Competency Matrix and their Annual Research Table to the two faculty members with whom they will be meeting. The student leads the meeting, reviews his/her progress and seeks advice from the faculty members. The student and faculty discuss courses, current research, and other program requirements as they reflect on the Annual Review Meeting Preparation Document. Faculty use the Competency Matrix and Annual Research Table to detect strengths and challenges and to make recommendations.

3. Based on the conversation, the student updates their Annual Research Table in a way that reflects the advice that they’ve received within one month of their annual meeting. They bring this to their advisor at one of their regular meetings to affirm their plans.
4. The faculty advisor reflects on the student’s progress and produces written comments on the Annual Review Meeting Preparation Document. The advisor shares these comments with the student and the other faculty member present. The advisor rates the student on content knowledge, research skills, writing, teaching and career development using the Competency Matrix for SACS purposes.

5. All of the documents are uploaded onto Collab by students and faculty by June.