Educational Leadership EdD: Executive Graduate Program Handbook

*Last updated **April 26, 2019***

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Educational Leadership EdD: Executive

Together, the Graduate Student Handbook and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:

- Academic Honesty
- Academic Integrity Training - Open to all graduate students at no cost
- Plagiarism

Introduction

The purpose of the Executive EdD in Educational Leadership is to develop influential leaders to effect positive learning outcomes. Students focus on the role of the scholar practitioner in their study of research, theory, literature, and apply this study to issues and problems of practice. In collaboration with local school districts and other organizations, students will focus their client-based doctoral research (field study) on problems or issues of practice.

Plan of Study

The program consists of 54 semester hours (including 15 credit hours of doctoral field study). Students will take courses in a prescribed sequence of 6 semester hours each semester for 3 calendar years or 9 semesters. Graduation will be at the end of the ninth semester with satisfactory academic performance. Doctoral field study research is included in the 3 year/9 semester sequence. Students are expected to remain in the sequence continuous for the 3 years. Students should complete a Plan of Study Worksheet and submit to the Doctoral Coordinator for approval.

Learning Outcome Strands

	Strand	Credit Hours
Strand 1	Serving student social, emotional, and educational needs	6
Strand 2	Political governance influences	6
Strand 3	Learning and accountability	9
Strand 4	Professional leadership in organizations	9

Strand 5	Research*	9
Strand 6	Doctoral field study	15
	Total Credit Hours	54

Course content offered through the Executive EdD in Educational Leadership is based upon the following six learning outcome strands.

*Courses are designed to address skills needed by the scholar practitioners--assessment practices, data analysis, understanding research, identifying quality research, along with interpretation and application of data and findings.

The six strands with the aligned courses and course outcomes follow.

Strand 1: Serving Student Social, Emotional, and Educational Needs

EDA 7333 Dynamics of Children, Families, and Organizations: Implications for Educational Leaders (3 credit hours)

- Understand the function and importance of families and the influences they have on children.
- Identify external forces, e.g., economic, language, ethnicity, citizenship status, and cultures that may have an impact on children and families.
- Understand the importance of maintaining effective communication and support system with children and families.
- Understand the importance of making decisions based on human growth and development.
- Understand the importance of developing programs and support services applicable to all students, including safety nets.
- Strategize to provide professional development for schools, districts, and/or organizations to serve student needs.
- Understand the importance of building a positive school, district, and/or organization to create a safe, nurturing environment for students.

EDA 7215 Community Outreach (3 credit hours)

- Develop a sound personal philosophy regarding school-community relations.
- Gain an understanding of the manner in which schools and other organizations and their constituent communities interact.
- Discover how to develop goals, strategies, and policies for an effective school-community or organization-community relations program.
- Develop strategies to communicate effectively with the media.
- Understand the importance of speaking and writing clearly in conveying messages.
- Recognize the importance of communication with both external and internal publics.
- Learn how to develop procedures for crisis communication.
- Gain an appreciation of how the political processes at the local, state, and national level impact school-community and organization-community relations.

Strand 2: Political Governance Influences

EDA 7225 Advanced Legal Studies in Education (3 credit hours)

- Become knowledgeable about the legislative and charter provisions related to the establishment of educational institutions.

- Develop an understanding of legal issues related to faculty personnel administration including that of academic freedom.
- Develop an understanding of the legal issues related to administration of curriculum and instruction.
- Develop an understanding of legal issues related to administration of the physical plant and environment with respect to construction contracts, campus security and safety.
- Develop an understanding of the impact of federal government including equal employment and affirmative action and research contracts.
- Develop an understanding of methods and procedures for legal research.
- Develop an understanding of legal issues related to faculty misconduct including sexual harassment, gross insubordination and misconduct in office.
- Develop an understanding of the collective bargaining process including grievance processing, arbitration and impasse resolution.
- Develop an understanding of legal issues related to student/institutional relationships including the Doctrine of *In Loco Parentis*, student organizations, discipline, grading, student records and due process.

EDA 7195 Politics, Governance, and Finance of Educational Organizations (3 credit hours)

- Understand the history of educational policy development in the U.S.
- Influence educational policy through social and political positions.
- Understand the major current policy issues facing the educational community.
- Influence educational policy at the local and state levels.
- Understand the politics involved in financing education on the local, state and federal levels.
- Develop an understanding of the changing perception of the public schools.
- Demonstrate strategies used by the political savvy leader.

Strand 3: Learning and Accountability Courses and Outcomes

EDA 7193 Instructional Leadership (3 credit hours)

- Strategize to improve student performance.
- Ensure research and evidence-based instructional practices.
- Provide change leadership to improve learning.
- Provide access to rigorous curriculum and instruction for all learners.
- Provide professional development grounded in adult learning theory.
- Foster an interdisciplinary environment.
- Analyze research critically in order to make evidence-based decisions.
- Provide authentic feedback to teachers based on quality of instruction.
- Use various forms of data and evidence to lead improvement in learning.

EDA 7224 Human Resource Development in Educational Organizations (3 credit hours)

- Understand the function and importance of personnel management in organization systems.
- Identify the processes, procedures, and techniques to manage human resources.
- Understand the importance of planning, recruiting, selecting, placing, and maintaining highly qualified staff to reach organizational goals.
- Understand the importance of maintaining an effective mentor/induction program that will strengthen and improve the quality of beginning staff members as well as current staff members in need of improvement.
- Develop an understanding of the importance of staff development, grounded in adult learning theory for all staff within an organization
- Understand contemporary research on an effective, result producing, performance evaluation system and procedures that is based on data and authentic feedback.
- Understand the ethical considerations involved in personnel administration though modeling and leadership.

- Strategize to create leaders within the school, district, and/or organization.
- Develop an understanding of the state and federal mandates that influence the function of personnel management (NCLB, etc.).

EDA 7274 Learning and Accountability (3 credits hours)

- Understand the role and importance of systemic frameworks in the analysis of data.
- Study and apply the concepts and principles of systems thinking and systems concepts in planning and design.
- Study and appreciate the applications of technology to educational leadership.
- Develop an understanding of analytics in educational decision making.
- Develop an understanding of the importance of interpreting and communicating evaluation findings.
- Acquire meaningful information through a proper analysis of data.
- Understand and appreciate the relevance of statistics to the roles of educational leaders.

Strand 4: Professional Leadership in Organizations

EDA 7101 Organizational Theory (3 credit hours)

- Understand organizational theory of the last 10 decades and application to resolving educational issues.
- Analyze historical development of organizational thought.
- Actively use the four analytic frameworks for the study of schools and organizations.
- Study contemporary organizational topics from various perspectives of theorists, literature and practitioners to become more reflective leaders.
- Develop a personal theory of practice based on theory, research, and literature.

EDA 7192 Leadership in Education (3 credit hours)

- Study theories and models of leadership related to the ethical and moral "Facilitating Reflective Practitioner."
- Demonstrate research-based thinking in regard to contemporary administrative practice and the integration of leadership theory, research and practice.
- Study topics of school organization from the various perspectives of theorists, empirical researchers and practitioners as they are influenced by leadership.

EDA 7205 Program Planning and Evaluation (3 credit hours)

- Understand the role and importance of systemic frameworks in planning, research, and evaluation.
- Study and apply the concepts and principles of system thinking in planning and design.
- Study and appreciate the contrasting purposes of planning and research.
- Develop an understanding of common types of evaluations and roles of evaluators.
- Develop an understanding of the steps involved in planning an evaluation and the importance of selecting an appropriate evaluation design.
- Develop an understanding of ethical considerations that must be addressed in evaluation activities.
- Develop an understanding of the importance of interpreting and communicating evaluation findings.

Strand 5: Research

EDF 7471 Research in Educational Leadership 1 (3 credit hours)

- Understand the role and importance of systemic frameworks and evaluation.
- Understand and evaluate research.
- Become familiar with core issues in educational research.
- Utilize educational research in their academic and professional roles.
- Study and appreciate the contrasting purposes of research and evaluation.

- Develop an understanding of the steps involved in planning a research project and the importance of selecting an appropriate research design.
- Become familiar with common statistical methods.

EDF 7407 Research in Educational Leadership 2 (3 credit hours)

- Develop an understanding of the research process through the integration of practice and study
- Understand and evaluate research.
- Become familiar with core issues in educational research.
- Utilize educational research in one's academic and professional roles.
- Develop an understanding of the uses of technology for conducting educational research.
- Develop an understanding of the steps involved in planning a research project and the importance of selecting an appropriate research design
- Become familiar with more advanced statistical methods.

EDF 7408 Research in Educational Leadership 3 (3 credit hours)

- Develop an appreciation and understanding of the research process in education through the integration of practice and study.
- Become familiar with core issues in educational research.
- Utilize educational research in academic and professional roles.
- Develop an understanding of the uses of technology for conducting educational research.
- Develop an understanding of the steps involved in planning a research project and the importance of selecting an appropriate research design and statistical process.
- Become familiar with more advanced research and statistical methods.
- Understand practical application of data entry, analysis, and interpretation.

Strand 6: Doctoral Field Study

EDA 7943 Field Project in Educational Leadership (3, 3, 3, 6= total of 15 credit hours)

- Write and present a research proposal to the educational leadership faculty and client.
- Submit to IRB the necessary documents to conduct research.
- Research and write a literature review to support the research.
- Present the literature review to the class and instructor.
- Develop a methodology appropriate to the issue/problem and context.
- Gather data/evidence and analyze it to draw conclusions and make recommendations.
- Meet with the instructor and client each semester to provide an interim report.
- Complete a written field project report, presenting findings and potential solutions to at least 3 educational leadership faculty members and client in APA/dissertation format.

Obtaining Educational Certification

Executive EdD students interested in obtaining educational leadership certification should apply for the modified core evaluation, and the following substitutions may be approved.

The indicated courses completed on the Executive EdD Program may be substituted for the respective Modified Core required course; however, this substitute may not be used in reverse. That is to say that the respective 6000–level courses may not be substituted for courses on the Executive EdD Program.

EDA 6061 Organization and Administration of Schools - Acceptable course substitute: EDA 7101 Organization Theory in Education

EDA 6232 Legal Aspects of School Operations - Acceptable course substitute: EDA 7225 Advanced Legal Studies in Education

EDA 6240 Educational Financial Affairs - Acceptable course substitute: None

EDA 6931 Contemporary Issues in Educational Leadership - Acceptable course substitute: EDA 7274 Learning and Accountability

EDA 6260 Educational Systems Planning and Management - Acceptable course substitute: EDA 7205 Planning Research and Evaluation Systems

EDA 6123 Educational Supervisory Practices I - Acceptable course substitute: EDA 7192 Leadership in Education

EDA 6130 Educational Supervisory Practices II - Acceptable course substitute: None

EDA 6946 Administrative Internship - Acceptable course substitute: None

Curriculum

Please visit the Graduate Catalog to see the current curriculum for our program.

Timeline for Completion

Degree Completion

The University of Central Florida's College of Education is one of the institutions participating in the Carnegie Project to redesign the Education Doctorate (www.cpedinitiative.org). The UCF Educational Leadership faculty designed the Executive Education Doctoral Degree in Educational Leadership to be aligned with this Carnegie initiative while ensuring rigorous thinking and learning. It equips scholar practitioners with the skills needed to connect theory and research to practice, to lead high-performing organizations, and to promote individual as well as organizational learning (e.g., change/improvement).

Custom suited to meet the needs and challenges of working educators and leaders, the Executive EdD supports the current and future demands of complex environments with high levels of accountability. Although the program does not lead to Florida's educational leadership initial certification, it is aligned with the proposed national standards for Advanced Leadership Certification and the Florida Principal Leadership Standards.

All students belong to a cohort for 3 calendar years or 9 semesters (54 credit hours). Satisfactory academic performance ensures timely graduation. The Executive EdD includes a doctoral field study that focuses on issues of practice identified by district and educational leaders. This is the capstone experience of the program. The client-based research experience is structured and supported for completion during the final 4 semesters of courses.

Program graduates of the Executive Education Doctoral Degree in Educational Leadership are prepared as school leaders with an emphasis on their abilities to utilize relevant research. Oral and written communication is emphasized. Comprehensive understanding of task, structure, technology, and people is expected as they provide leadership related to the operation of educational institutions and educational organizations.

Milestones

Students are expected to meet two milestones, one at the completion of Year 1 and the second upon completing Year 2. Both milestones are meant to keep the student on track for completing the doctoral field study on time.

Milestone 1: Qualifying White Paper

At the end of the spring semester of Year 1 of course work, student will develop and write a paper on an approved topic or issue that is reviewed by at least 2 members of the Educational Leadership faculty.

A qualifying white paper will allow the student to proceed with the next semester's courses.

Milestone 2: Field Study Project Proposal

During the summer semester of Year 2, students will submit a client-based research proposal to be reviewed by at least 3 Educational Leadership faculty members.

Students will also have an oral defense of their doctoral field project study proposal with the educational leadership faculty and field study clients.

Upon successful defense of the proposal, students will be admitted to doctoral study.

Course Sequence

1st Year of Graduate Training

Fall	Spring	Summer
• EDA 7471: Research in Educational Leadership 1 (3) • EDA 7101: Organizational Theory in Education (3)	• EDA 7407: Research in Educational Leadership 2 (3) • EDA 7274: Learning and Accountability (3)	• EDA 7192: Educational Leadership (3) • EDA 7333: Dynamics of Children, Families, and Organizations: Implications for Educational Leaders (3)
Semester Total: 6 credit hours	Semester Total: 6 credit hours	Semester Total: 6

Milestone 1

Qualifying White Paper on an approved topic or issue to be studied for the field study experience.

2rd Year of Graduate Training

Fall	Spring	Summer
• EDA 7215: Community Outreach for Educational Leaders (3) • EDA 7224: Human Resource Development in Educational Organizations (3)	• EDA 7195: Politics, Governance, and Financing of Educational Organizations (3) • EDF 7408: Research in Educational Leadership (3)	• EDA 7225: Advanced Legal Studies in Education (3) • EDA 7943: Field Project in Educational Leadership (3)
Semester Total: 6 credit hours	Semester Total: 6 credit hours	Semester Total: 6 credit hours

Milestone 2

Doctoral Field Study Proposal and Presentation and Acceptance.

3th Year of Graduate Training

Fall	Spring	Summer
• EDA 7205: Program Planning and Evaluation (3) • EDA 7943: Field Project in Educational Leadership (3)	• EDA 7943: Field Project in Educational Leadership (3) • EDA 7193: Instructional Leadership (3)	• EDA 7943: Field Project in Educational Leadership (6) • Presentation of Field Study Report to Program Faculty and Client Representative
Semester Total: 6 credit hours	Semester Total: 6 credit hours	Semester Total: 6 credit hours

Doctoral Field Study

Doctoral field study is the capstone experience in the Executive EdD. The client-based field study is an opportunity to apply the knowledge and skill accrued during course work, seminars, lectures, and smaller-scale research activities to study a current issue or problem existing in a school, school district, or educational organization. The doctoral field study represents the research that students will conduct and report on to demonstrate that they are scholar practitioners and educational leaders whose work reflects the program learning outcomes.

Educational Leadership faculty will work with district leaders to identify appropriate issues and problems to be researched by students. Faculty will guide the students in rigorous doctoral research beginning with the research proposal to be written during the summer semester of year 2. The Doctoral Field Study Proposal Checklist found in Appendix A will be helpful to student in preparing their research design.

Each semester for the last 4 semesters, beginning in the summer semester of year 2, students will take EDA 7943, which is the course that structures and supports students in this experience and will be graded as an A, B, or C based on the requirements. Detailed expectations will be provided by the instructor each semester. See the Doctoral Field Study Sequence which identifies essential tasks for each semester At the completion of the doctoral field study, students will submit a final report that includes the issue or problem statement, research questions, methodology, research literature review data, data analysis, recommendations and solutions. Students will give a formal presentation to the educational leadership faculty and to the district/clients for whom the study was completed. Students should to refer to the expected learning outcomes for EDA 7943.

Students are expected to access resources necessary for a successful field research experience. They are encouraged to make an appointment with a UCF research librarian and to use the resources of the UCF Writing Center. The texts that follow will be helpful to students as they engage in the field study, although students are not completing and submitting a dissertation to graduate, the format and requirements in writing the dissertation are expected to be followed (see **University Dissertation Requirements** below).

Lunenburg, F. C. & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences.* Thousand Oaks, CA: Corwin Press.

Publication manual of the American psychological association. (2010). Sixth Edition, Washington, DC: American Psychological Association.

University Dissertation Requirements

The College of Graduate Studies Thesis and Dissertation page contains information on the university's requirements for dissertation formatting, format review, defenses, final submission, and more. A step-by-step completion guide is also available on Thesis and Dissertation Services Site.

All university deadlines are listed in the [Academic Calendar](#). Your program or college may have other earlier deadlines; please check with your program and college staff for additional deadlines.

The following requirements must be met by dissertation students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form well before the defense
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final dissertation document by final submission deadline

Students must format their dissertation according to the standards outlined in [Thesis and Dissertation Webcourse](#). Formatting questions or issues can be submitted to the Format Help page in the [Thesis and Dissertation Services](#) site. Format reviews and final submission must be completed in the [Thesis and Dissertation Services](#) site. The Dissertation Approval Form is also available in the Thesis and Dissertation Services site.

The College of Graduate Studies offers several thesis and dissertation [Workshops](#) each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

Field Study Sequence

Spring Semester Year 2	Faculty works with district contacts to identify an issue and problem of practice appropriate for student research. Students are offered the issue/problem. Faculty assign students to issue/problems to be researched. Students write problem statement and research question.
EDA 7943 Summer Semester Year 2	Students write research proposal. Students orally present research proposal to client and faculty to obtain written approval. Students take IRB module and present evidence of completion to faculty. Students obtain IRB approval and district approval to conduct research.
EDA 7943 Fall Semester Year 3	Students complete a literature review. Students submit the literature review to turnitin.com.

	Students implement research.
	Students write an interim report and provide it to the client and faculty.
	Students revise research based on faculty/client feedback.
EDA 7943 Spring Semester Year 3	Students implement research. Students gather data and analyze data. Students write an interim report and provide it to the client and faculty. Students revise research based on faculty/client feedback.
EDA 7943 Summer Semester Year 3	Students complete research analysis. Students write final research report. Students present the final research report both orally and in writing to client and faculty. Students submit an article based on the research to a journal. Students graduate.

Annual Review

Student progress is formatively assessed and reviewed among program faculty continuously; the two milestone assessments (the qualifying white paper at the end of spring semester of year 1 and the dissertation study proposal at the end of year 20) serve as the annual review.

Graduate Research

Graduate Research

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and (3) disseminate the intellectual property to the general public. Students are responsible for being informed of rules, regulations and policies pertaining to research. Below are some general policies and resources.

Research Policies and Ethics Information: UCF's Office of Research & Commercialization ensures the UCF community complies with local, state and federal regulations that relate to research. For polices including required Institutional Review Board (IRB) approval when conducting research involving human subjects (e.g. surveys), animal research, conflict of interest and general responsible conduct of research, please see the website: research.ucf.edu/ > Compliance.

UCF's Patent and Invention Policy: In most cases, UCF owns the intellectual property developed using university resources. The graduate student as inventor will according to this policy share in the proceeds of the invention. Please see the current UCF Graduate Catalog for details: ucf.catalog.acalog.com/index.php?catoid=4 > Policies > General Graduate Policies.

For more information regarding research in the education discipline, including research institutes, project and grants as well as the Center for Educational Research and Development (CERD) visit the Research webpage on the College of Community Innovation and Education.

Financial Support

Students with qualifying assistantships or university-wide fellowships will receive financial packages that include an assistantship or fellowship stipend, tuition remission, and health insurance. Qualifying fellowships are accompanied by tuition waivers. Qualifying assistantships include single appointments of at least .50 FTE (20 hrs/week) or two appointments of at least .25 FTE (10 hrs/week). Tuition remission is in the form of either tuition waivers or tuition payments that cover in-state (resident) tuition. Non-resident students with financial packages are not charged out-of-state tuition or the non-resident financial aid fee.

For additional information about funding for graduate school, please visit the Graduate Student Handbook section > Funding for Graduate School of the College of Graduate Studies student website at graduate.ucf.edu/students/.

If you are interested in applying for loans or externally funded need-based awards, visit the Office of Student Financial Assistance website at finaid.ucf.edu/ and complete the Free Application for Federal Student Aid (FAFSA), which is available January 1 each year.

University Fellowships

Most university fellowships are reserved for incoming degree-seeking graduate students who plan to enroll full time. For a listing of merit-based fellowships that are offered through the UCF College of Graduate Studies, as well as a listing of various general graduate funding opportunities, see graduate.ucf.edu/funding/.

Graduate Presentation Fellowships

The College of Graduate Studies provides Presentation Fellowships for students to present their research or comparable creative activity at a professional meeting or conference. To review the award requirements and apply online, see graduate.ucf.edu/presentation-fellowship/.

Graduate Assistantships

Graduate assistantship appointments offer opportunities for students to engage in research, teaching, and other projects during their graduate study. These are paid appointments that promote the missions of the University. For eligibility, students must be accepted as a graduate student in a degree program and be enrolled full-time.

For more information concerning graduate assistantships, see graduate.ucf.edu/assistantships/ or talk to the Graduate Program Director to learn about specific eligibility and application guidelines.

Graduate Teaching

Graduate students may be appointed as graduate teaching assistants (GTAs) to carry out responsibilities as classroom teachers (instructors of record), co-teachers or classroom assistants, graders, lab assistants, or other roles directly related to classroom instruction. Mandatory training requirements must be met for a student to be

hired in the position of Graduate Teaching Associate, Assistant or Grader. The training, offered by UCF's Faculty Center for Teaching and Learning, covers course design, learning theories, ethics, and other topics relevant to preparing GTAs for their responsibilities. See graduate.ucf.edu/graduate-teaching/ training requirements and registration instructions.

Students who are non-native speakers of English and do not have a degree from a U.S. institution must pass the SPEAK test before they will be permitted to teach as Graduate Teaching Associates (position code 9183) or Graduate Teaching Assistants (position code 9184). The SPEAK test is not required for students who will be appointed as a Graduate Teaching Grader (position code 9187). Additional information including how to register for the test can be accessed through graduate.ucf.edu/graduate-teaching/.

GTA Performance Assessments

At the completion of each semester in which a student is employed as a GTA, the student's faculty GTA supervisor will meet with the student and complete the GTA Performance Assessment Form. These assessments are intended to facilitate and document the mentoring of graduate student teachers, promoting a review and discussion of the strengths and weaknesses in the student's performance in preparation for future employment.

International Students

For information about the types of employment available to international students, and the requirements and restrictions based on visa type, see the International Services Center's website: global.ucf.edu/ > Students > Employment.

Graduate Student Associations

A listing of all organizations for students in the education discipline is available on the Student Organizations on the College of Community Innovation and Education website. For additional information on professional societies and affiliated journals visit the Professional Associations page.

The Graduate Student Association (GSA) is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit facebook.com/groups/UCFgsa/. For individual department or graduate program organizations, please see program advisor.

Professional Development

Instructional Strategies and Resources

The Faculty Center for Teaching and Learning provides classes and programs designed to assist graduate students with the educational issues they face in the classroom as teaching assistant or as instructors. These resources include assistance in course design and syllabi development, learning theories, and the use of different technologies in the classroom or on the internet. Further information on these resources is available at fctl.ucf.edu/index.php.

Pathways to Success

Coordinated by the College of Graduate Studies, the Pathways to Success program offers free development opportunities for graduate students including workshops in Academic Integrity, Graduate Grantsmanship,

Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit graduate.ucf.edu/pathways-to-success/.

Graduate Research Forum

The Research Forum will feature poster displays representing UCF's diverse colleges and disciplines.

The Research Forum is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster presentation in each category will be given and all participants will receive recognition.

The College of Graduate Studies and the Graduate Student Association invite all UCF students, community, and employers to attend the Graduate Research Forum. For more information, contact researchweek@ucf.edu.

Graduate Excellence Awards

Each year, the College of Graduate Studies offers graduate students who strive for academic and professional excellence the opportunity to be recognized for their work. The award categories include the following:

Award for Excellence by a Graduate Teaching Assistant – This award is for students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record)

Award for Excellence in Graduate Student Teaching – This award is for students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

Award for the Outstanding Dissertation – It recognizes doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidence such as, but not limited to: publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field.

For the nomination process and eligibility criteria, see graduate.ucf.edu/awards-and-recognition/.

Other

For information about the Council of Southern Graduate Schools (CSGS) thesis and dissertation awards, see their website: csgs.org/ > Awards.

For grant-proposal writing resources: uwc.cah.ucf.edu/.

For professional development opportunities available to students in education disciplines visit the Office of Clinical Experiences webpage on the College of Community Innovation and Education.

The UCF School and Community Partnership is a network of universities, schools, community agencies and national professional organizations working in partnership to create high quality professional development and significant school renewal to improve teaching and learning for PreK-20 students. For information on professional development opportunities available through this partnership program, including a listing of professional development school participants, visit the UCF School and Community Partnership webpage.

Job Search

The Educational Leadership EdD program is designed for teachers and administrators in the field of education and prepares graduates for leadership positions in the K-12 environment, as well as within the higher education setting.

An excellent national resource is Education Week's Top School Jobs website, which offers professional development support, career tips and expert advice, and a database of job postings relevant to students in this discipline.

For students interested in positions with a school district in the Metro-Orlando area, please visit the links provided for each school district's employment services webpage.

- Brevard County School Board Human Resources Services Employment
- Orange County Public Schools Employment Services
- School District of Osceola County Job Vacancies
- Seminole County Public Schools Employment Opportunities
- Volusia County Schools Employment

UCF's Career Services department offers a wide range of programs and services designed to assist graduate students. These services include evaluation and exploration of career goals, preparation for the job search and job search resources. To learn more, visit their website at career.ucf.edu/.

Forms

- College of Community Innovation and Education
  Forms for graduate students in the College of Community Innovation and Education.
- College of Graduate Studies Forms and References
  A complete listing of general forms and references for graduate students, with direct links, may be found here.
- Graduate Petition Form
  When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- Traveling Scholar Form
  If a student would like to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.

Useful Links

- Educational Leadership and Higher Education
- College of Community Innovation and Education
- College of Graduate Studies
- Academic Calendar
- Bookstore
- Campus Map
- Counseling Center
- Financial Assistance
- Golden Rule Student Handbook
- Graduate Catalog
- Graduate Student Association
- Graduate Student Center
- Housing and Residence Life

- [Housing, off campus](#)
- [Knights Email](#)
- [Library](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [Student Health Services](#)
- [Thesis and Dissertation (ETD)](#)
- [UCF Global](#)
- [University Writing Center](#)

Grad Faculty

Asterisk = has previous committee experience, which qualifies the person to serve as vice chair

Alexander-Snow, **Mia**
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
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Baldwin, Lee *
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
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Bartee, RoSusan *
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
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Ceballos, Marjorie *
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
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Cox, Thomas *
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
Contact Info: thomas.cox@ucf.edu

Dorman, Teresa *
College: College of Community Innovation and Education
Disciplinary affiliations: Educational Leadership
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