



UNIVERSITY OF CENTRAL FLORIDA

Curriculum and Instruction EdD Graduate Program Handbook

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Welcome

Dear Curriculum and Instruction Ed.D. Student,

Welcome to the Curriculum and Instruction Ed.D. program at the University of Central Florida! We at the College of Community Innovation and Education are looking forward to helping you further your professional development. This Handbook will be your guide throughout the program. It is intended to serve as a description of specific requirements, responsibilities, procedures, deadlines, and expectations essential to your success in the program.

By entering this program, you are committing to a goal of excellence in your field of study. You are joining an intellectual community where students and faculty work together to advance our understanding and knowledge. For the next three years, you will be engaged in formal learning activities designed by the faculty specifically for your development and preparation to enable you to be prepared to engage in solving persistent, complex problems of educational practice in authentic settings. While these formal learning activities are essential to your development, the faculty has also designed the program to include many opportunities for informal learning. The signature pedagogy for both formal and informal learning opportunities is the mentoring process. To take advantage of these opportunities it is expected that students will immerse themselves in the culture of the academic environment. We look forward to a wonderful journey during these next few years as you learn the skills needed to study, understand, and help solve complex problems of educational practice.



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Program Coordinator, EdD in Curriculum and Instruction

Professor, Educational Psychology

Curriculum and Instruction EdD

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 Curriculum and Instruction Ed.D. program consists of three distinct program areas, all with emphasis on professional practice: core, concentration, and dissertation in practice. The CIEDD program is a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry. The program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research.

Mission Statement

Our graduates will be leaders in the practice of education who aspire to positions of influence through their engagement in the development of others.

Curriculum

Please visit the [Graduate Catalog](#) to see the current curriculum for our program.

Recommended Timeline for Completion

1st Year of Graduate Training

| Fall | Spring | Summer |
|--|---|--|
| <ul style="list-style-type: none">• EDP 7517: Facilitating, Learning, Development and Motivation• EDF 7457: Data, Assessment and Accountability | <ul style="list-style-type: none">• EDA 7101: Organizational Theory in Education• EDF 7494: Identifying Complex Problems of Practice | <ul style="list-style-type: none">• Concentration• EDG 7947: Laboratory of Practice• Milestone 1: Case Study: Gap Analysis |

2nd Year of Graduate Training

| Fall | Spring | Summer |
|---|---|--|
| <ul style="list-style-type: none">• Concentration• EDF 7478: Analysis of Data for Complex Problems of Practice | <ul style="list-style-type: none">• IDS 7500 Research Seminar• Restricted Research Elective OR• Concentration• Milestone 2: Problem of Practice Exhibition | <ul style="list-style-type: none">• Concentration• Concentration OR• Restricted Research Elective• EDG 7985 Proposing & Implementing Data-Driven Decisions• Milestone 3: Proposal for Dissertation in Practice |

3rd Year of Graduate Training

| Fall | Spring | Summer |
|--|--|--|
| <ul style="list-style-type: none">• EDG 7987: Dissertation in Practice | <ul style="list-style-type: none">• EDG 7987: Dissertation in Practice | <ul style="list-style-type: none">• EDG 7987: Dissertation in Practice |

Important Dates and Deadlines

Year 1

Fall Semester

- Meet with faculty advisor to complete Plan of Study.
 - The Plan of Study form is located on our Webcourses page, under Forms.
 - Once approved by your advisor, submit to CCIE's Graduate Affairs office: cciegrad@ucf.edu
 - Upload a copy under the Assignments page in Webcourses

If you make changes to your Plan of Study, be sure to update your form with both Grad Affairs and Webcourses.

Spring Semester

- Complete the 2nd Semester Survey online.
 - You can find the link to the survey under the Assignments page on Webcourses.
 - The survey will open mid-semester; please refer to Webcourses for specific due dates.
- Lab of Practice
 - Complete your Lab of Practice outline and agreement (Webcourses>Forms).
 - Submit to your advisor and LoP instructor for approval by two weeks prior to end of Spring semester.

Summer Semester

- Make sure you have sent contact information (Name, Title, and Email Address) for your Lab of Practice mentor/supervisor to eddcriculum@ucf.edu. We will send them a feedback survey link directly.
- Work on your Gap Analysis, which will be submitted in September.

Year 2

Fall Semester

- Milestone 1: Gap Analysis is DUE: last Friday in September.
 - Check Webcourses>Assignments for exact due date for your cohort.
 - Make sure your document is uploaded to Webcourses by the due date.
- Select a Dissertation Chair by mid-semester.
 - Work with your faculty advisor to select appropriate chair.

Spring Semester

- Begin thinking about committee formation.
 - Minimum four graduate faculty (including your chair)
 - One must be external (outside your primary department or school)
 - All committee members must have graduate faculty or graduate scholar status
 - The Dissertation Chair must meet university and program requirements for dissertation chairs
- Milestone 2: Prospectus is DUE: one week prior to start of Summer A semester.
 - Check Webcourses>Assignments for exact due date for your cohort.
 - Suggested format for the Prospectus can be found at Webcourses>Forms.
 - Must be approved by Dissertation Chair (use Approval Form found on Webcourses).
 - Upload signed approval form to the Milestone 2 assignment by the due date.
- Complete the 5th Semester Survey online.
 - You can find the link to the survey under the Assignments page on Webcourses.
 - The survey will open mid-semester- please refer to Webcourses for specific due dates.

Summer Semester

- Finalize your committee by mid-semester
 - File your Doctoral Candidacy Form (Webcourses>Forms) with The College's Graduate Affairs office (cciegrad@ucf.edu) no later than mid-way through summer semester.
- Milestone 3: Successful defense of a DiP proposal
 - Upload signed Proposal Approval form to the Milestone 3 assignment when completed.
 - Also email completed form to cciegrad@ucf.edu.

Students will not be allowed to enroll in dissertation hours without a completed proposal defense.

Year 3

Fall Semester

- For DiPs requiring data collection, plan to have all data collected by end of fall semester or early spring semester at the latest

Spring Semester

- Plan to have a completed first draft of your DiP to your chair no later than May 15 of Year 3.

Summer Semester

- Be sure to review the Checklist for Last Semester at Webcourses>Modules>Resources at the **beginning** of the semester.
- Graduate!

General Program Policies

Continuous Attendance

Students are expected to be continuously enrolled each semester, including summer terms. If for any reason a student cannot be continuously enrolled, they must request a break in their studies prior to such lapse by filing for a Special Leave of Absence. Failure to do so will jeopardize the student's standing in the program. Students in candidacy must be continuously enrolled. Doctoral students working on the Dissertation in Practice must be continuously enrolled in dissertation hours every semester until successfully defended.

Time Limitations

Students are expected to complete their Ed.D. in Curriculum & Instruction program within 9 semesters. Students may be granted additional time to defend with advisor and program coordinator's approval. A student has seven years from the date of original admission to the doctoral program to complete the Dissertation in Practice. If the seven-year limit is exceeded, the student will be dismissed from the program.

Transfer Credit

Please refer to the official university policy on transfer credits:
<http://catalog.ucf.edu/content.php?catoid=4&navoid=255>.

GPA in Program of Study

A graduate student's GPA shall be calculated on only those courses specified on the individual's Program of Study (not including required prerequisites).

- A minimum of a 3.0 GPA in the specified graduate program of study is required to maintain graduate student status and for graduation.
- In any term where the GPA drops below 3.0 in a program of study, students will be changed to academic provisional status for a maximum of 6 semester hours.
- Graduate students whose overall GPA falls below 2.0 will be reverted to non-degree status.
- If a student wishes to appeal a change in status, an appeal should be filed with the graduate program coordinator.
- No graduate-level courses with a grade of "D" or lower are acceptable in a program of study or, following admission to degree-seeking status, on a degree audit.
- In addition, no 4000-level courses or transfer courses with a grade of "C" or lower are acceptable in the program of study. Once established, the program of study cannot be altered solely due to poor academic performance of the student.

Maximum Hours of Unsatisfactory Grades

A student may earn a maximum total of 6 semester hours of "C" grades in the program of study. The final program of study may not contain unresolved "I" (incomplete) grades. This does not imply that a course in which a student has received these grades cannot be repeated to provide a better grade. Both grades will be used in computing the GPA in the program of study. There is no forgiveness policy on graduate grades. Exceeding 6 semester hours of unsatisfactory (more than 6 semester hours of "C" or unresolved "I") grades in a specified graduate program of study is reason for reversion to non-degree status.

Review of Performance

The primary responsibility for monitoring performance standards rests with the degree program. However, the college and university may monitor a student's progress and may change any student to non-degree status if performance standards as specified above are not maintained.

Satisfactory academic progress in a program also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in termination of the student from the program. If a student is reverted to non-degree status, reinstatement to graduate student status can occur only through a formal appeal process

Appeals Process

All appeals to academic policy are reviewed by the Graduate Council Appeals Subcommittee. Refer to the Graduate Petition form to see what appeals are reviewed by the Appeals Subcommittee:

<https://graduatecouncil.ucf.edu/appeals-committee/>

Financial Support

Graduate Students may inquire about financial support opportunities using the contact information provided below:

Student Financial Assistance Office

Millican Hall, Room 107

(407) 823-2827

finaid@ucf.edu

<https://finaid.ucf.edu/>

<https://funding.graduate.ucf.edu/>

Non-degree seeking students are not eligible for financial aid.

Roles and Responsibilities

Student

- Attend a mandatory orientation session at the beginning of the program.
- Meet with his or her faculty advisor to plan the program of study in the initial semester of the program.
- Make a commitment and show dedicated efforts throughout the program, including consistent attendance and participation in cohort activities, program meetings, and ProSems (professional seminars).
- Maintain registration throughout the program.
- Attend to forms and paperwork required throughout the process in a timely and professional manner.
- Select a Dissertation in Practice Chair no later than mid-fall of Year 2
- Select a Dissertation in Practice Committee no later than the end of spring of Year 2.
- Maintain consistent and professional communication with your advisor, the graduate program coordinator, and student services, especially regarding changes to contact information including current e-mail addresses.
- Participate in the CIEDD Webcourses activities and upload relevant assignments there
- Take personal responsibility for one's own learning and research
- Conform to principles of academic integrity and professionalism; in particular, to acknowledge assistance, material, and/or data provided by other scholars, including fellow students.

Specialization Area Advisor

The main responsibility of a student's specialization area advisor in our graduate programs is to serve as the student's academic program advisor in helping select courses related to their specialization area that will best serve the student's long-term objectives. To achieve this goal, the following are a set of advisor responsibilities that will help our students to be successful in completing our graduate programs.

- Meet with an advisee at least one time during their first semester. Although students will be given a suggested course sequence for their particular course of study, a student may want to speak with an advisor about a general plan of study for their particular career.
- Serve as a mentor and engage in discussion with the student to clarify professional goals and curriculum plans.
- Provide guidance on concentration courses and the Lab of Practice.
- Meet with and monitor students who are on probation and provide approval for registration
- Serve as dissertation chair, or help their advisee select a chair for their dissertation

Dissertation Chair

- Assists his/her advisees in fulfilling all degree requirements by meeting with the student early in the program and immediately after appointment as chair/co-chair.
- Recommends potential committee members to serve on the dissertation committee.
- Establishes timelines for the research, sets expectations, and evaluates the student progress based upon these expectations.
- Meets at regular intervals with the student to discuss the proposed dissertation research and the plans for carrying out research.
- Reviews in a timely manner all written materials submitted by the student and offer suggested revisions.

- Meets at least once per year with the dissertation committee and student to assess progress toward the dissertation and give the student an annual review in addition to the S/U grades awarded for 7980 courses. The chair shall send the annual review to the program director after consultation with the dissertation committee.
- Coordinates the ongoing efforts of the committee as its chair, and to participate fully in the responsibilities of the committee members as a member of the dissertation committee.
- Chairs the candidacy and/or dissertation prospectus examinations.
- Attends the dissertation defense, serves as chair of the defense, ensures its proper conduct as described above, and submits to the program director all necessary grades, forms and other materials.

Committee Members

- Meet at regular intervals at least once per year to: (i) discuss and approve the proposed dissertation research and the plans for carrying out the research; and (ii) to assess progress towards the dissertation
- Review iThenticate results from dissertation submittals.
- To participate in the dissertation proposal defense and provide helpful feedback to improve the student's dissertation proposal.
- To participate in the dissertation defense to assure: (i) that the dissertation is acceptable as original research and a contribution to the discipline; and (ii) that it meets the standards of the University.

Student Services

- Answers general questions about course offerings, programs of study, forms, requirements, and other questions not answered in the handbook.
- Responds to reasonable requests that individual faculty may have regarding their advisees. This may include requests to run student audits or other types of support that student services can provide to faculty in their advising roles.

Program Coordinator

Graduate program coordinators are responsible for coordinating activities within departments in support of graduate programs, graduate students, certificate students, and post-baccalaureate students. They cannot do their jobs without the help and support of the college dean, the college graduate coordinator, the department chair, the faculty in the department, Student Services and UCF Graduate Studies. Outlined below are the major responsibilities of the program coordinator:

- Maintain student records
- Review progress of graduate students and coordinating procedures for those who meet milestones
- Coordinate procedures as students approach graduation
- Evaluate transfer hours and course substitutions
- Coordinate Milestone presentations
- Provide general advice to graduate students
- Handle petitions and appeals for graduate students
- Construct programs of study for graduate students
- Monitor changes in students' status each term
- Obtain and maintaining data on the progress of graduate students each term
- Monitor and follow-up on students who are not making adequate academic progress
- Monitor and follow-up on students who graduate

Examination Requirements

Milestones

Program milestones are observable demonstrations of competency administered in place of comprehensive exams. Milestones are designed to monitor student progress and clear the student for continuation to the next program level. Successful completion of all milestones is required to enter candidacy.

Milestone 1: Gap Analysis

Due Date: Last Friday in September of Year 2

During the summer of the first program year, in conjunction with the Laboratory of Practice, the student will complete course work and work in the field in an area closely linked with the problem they seek to study. During this time, they will identify a complex problem of practice for the first Milestone, a gap analysis. Using the skills and knowledge from the first 4 core courses, including how to develop a gap analysis; students will conduct an in-depth and detailed case study on a complex problem of practice. The student will thoroughly frame the problem from the perspectives of learning/motivation, data support and organizational context.

Milestone 2: Dissertation in Practice Prospectus and Signed Initial Dissertation Committee Form

Due Date: One week prior to start of Summer A term of Year 2

Students will have completed all foundational core and research courses. For the second Milestone, the student will present a 5-10 page prospectus of his/her complex problem of practice including the problem, research questions, research design, and methodology. This must be approved by the Dissertation Chair. The DiP Prospectus and approval form will be submitted to the chair, proposal class instructor, and program coordinator via Webcourses.

Milestone 3: Dissertation Proposal Defense and Committee Approval

Due Date: No later than five days before the first day of Fall classes in Year 3 OR prior to enrollment in dissertation hours.

For the third Milestone, the student will complete the proposal and defense for his/her Dissertation in Practice. The third milestone requires the student to present his/her proposal to a committee comprised of faculty and client (where and when appropriate). Included will be a timetable for implementation as well as "checkpoints" for monitoring the progress of the solution and the data needed to support.

Candidacy

To enter candidacy for the EdD, students must have an overall 3.0 GPA on all graduate work included in the planned program and successfully complete all three required Milestones.

Dissertation Requirements

The Dissertation in Practice must involve research of a complex problem of educational practice and follow UCF's dissertation deadlines and procedures for formatting, review, and submission.

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.

Dissertation in Practice

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee. The dissertation defense will take place at a predetermined place and time that will be worked out in advance between the committee and doctoral candidate. Candidates are expected to be physically present for the defense of their dissertation in practice.

Virtual Defenses

A virtual defense (candidate off campus) may be an option only in extreme circumstances that prevent the candidate from being on campus and physically present during the dissertation defense. A virtual defense must be planned in advance and have approval of the dissertation chair, program coordinator and Associate Dean of Graduate Studies for the College of Education and Human Performance.

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.

Institutional Review Board Proposal (IRB)

All dissertations that use research involving human subjects, including surveys, must obtain approval from an independent board, the Institutional Review Board (IRB), prior to starting the research. Graduate students and the faculty who supervise dissertations must complete an approved IRB training course before their study can be approved, so this needs to start well in advance of the research start date. It is imperative that proper procedures are followed when using human subjects in research projects. In addition, should the nature of the research or the faculty supervision change since the IRB approval was obtained, then either an “addendum” must be approved for minor changes or a new IRB approval must be sought for significant changes. Failure to obtain this prior approval could jeopardize receipt of the student's degree. Depending on the degree of personal identifying information involved, research utilizing secondary data, i.e. databases, may also require IRB review and approval. When in doubt, be sure to contact IRB staff members in advance of when you plan to begin your research project.

Human subject is defined as: A living individual about whom an investigator conducting research obtains 1) data through intervention or interaction with the individual, or 2) identifiable private information.

Intervention includes both physical procedures by which data are gathered or manipulations of the subject or the subject's environment that are performed for research purposes. Interaction includes communications or interpersonal contact between investigator (or other key study personnel approved by the IRB) and subject.

Private information includes information about behavior that occurs in a context in which the individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public.

Please visit the UCF research website at research.ucf.edu/ > Compliance > UCF IRB Webpage for more information.

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: catalog.ucf.edu/index > Policies > General Graduate Policies.

Financial Support

Graduate education is an important investment for both the student and the community. Graduate education enables students to enter new career fields with more choices as to their work assignments. It provides enrichment and a deeper understanding of a chosen field. Educated employees improve the quality of life in the state of Florida. The cost of this investment is very reasonable. A student's basic expenses at the university will be for tuition, course-related fees, textbooks, other instructional supplies, room and board, and miscellaneous items.

Graduate Support Opportunities

Graduate students may receive financial assistance in the form of fellowships, assistantships, or loans. Students may inquire about these opportunities from their graduate program office or at the following offices:

College of Graduate Studies

(MH 230) — 407-823-2766; e-mail: graduate@ucf.edu; website: <http://www.graduate.ucf.edu>

Student Financial Assistance Office

(MH 120) — 407-823-2827; website: finaid.ucf.edu

For students interested in applying for loans or externally funded need-based awards and to complete the Free Application for Federal Student Aid (FAFSA), which is available January 1 each year.

Financial Aid Information

finaid.org/

Non-degree-seeking students are not eligible for financial aid.

Graduate Student Associations

For a listing of organizations for students in the education discipline visit the [Student Organizations page](#) on the [College of Community Innovation and Education website](#).

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 the program director.

Professional Development

A graduate student's professional development goes beyond completing coursework, passing exams, conducting research for a thesis or dissertation, and meeting degree requirements. Professional development also involves developing the academic and non-academic skills needed to become successful in the field of choice.

UCF has a plethora of opportunities for professional development for you to take advantage of:

Preparing Tomorrow's Faculty Program

The Karen L. Smith Faculty Center for Teaching and Learning invites current and aspiring Graduate Teaching Assistants to enroll in their Preparing Tomorrow's Faculty Program. Students will receive group and individualized instruction by Faculty Center staff and experienced UCF professors, as well as textbooks and materials. GTAs will attend a 12 week, non-credit program. Interested graduate students should register online and follow the instructions. More information can be reached by visiting ftl.ucf.edu/Events/GTAPrograms/PreparingTomorrowsFaculty/.

Career Learning

This office assists UCF students plan their careers; enhance learning through co-op, internships, and service-learning opportunities; and obtain employment. career.ucf.edu/

Pathways to Success Workshops

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 Graduate 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 in each category are given and all participants receive recognition. graduate.ucf.edu/graduate-research-forum/.

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 to recognize excellence by Graduate Teaching Assistants (GTAs) who are not instructors of record, but 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.

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 recognition 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

Students should take opportunities to present a poster or a topic of research at a conference. To obtain financial support to present at a conference (other than through your program) or to engage in comparable creative activity at a professional meeting, visit the Graduate Travel Fellowship section at graduate.ucf.edu/.

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/find-resources/

Job Search

The Education EdD prepares graduates for leadership positions in the K-12 environment, as well as in other organizational learning settings. Such positions may be in the areas of human resources, social services, educational training, and curriculum development. This program also prepares graduates for positions of leadership 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 Jobs](#)

- [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 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

- [Curriculum and Instruction EdD](#)
- [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 & Specialization Areas

Students in the C&I Ed.D. complete 15-18 credits of coursework in an area of specialization. Current specializations are listed in alphabetical order below, along with suggest course offerings. Keep in mind that not all courses are offered each semester, so students should work with their assigned faculty advisor to create a

satisfactory plan of study. Prospective students are encouraged to contact the Specialization Advisor listed under each area early in the application process for more information.

Note: faculty members marked with an asterisk () are able to chair dissertation committees. Please visit the faculty directory to learn more about individual faculty member research interests and areas of expertise:*
<https://edcollege.ucf.edu/contacts/facultyandstaff/>

Curriculum & Instruction

The Curriculum and Instruction specialization provides students with a broad understanding of the factors affecting education and approaches to addressing systemic problems. For example, a student interested in curriculum development and contemporary instructional practice can explore current issues in curriculum theory and design, as well as theories of learning and instruction. Careers in this specialization area include a wide variety of instructional and training roles, including K-12, higher education, business, and private industry.

For More Information: Please contact the Specialization Advisor, Dr. David Boote* (david.boote@ucf.edu), to learn more about the C&I specialization.

Additional Program Faculty

| | |
|-------------------|--|
| Karen Biraimah* | karen.biraimah@ucf.edu |
| Randy Hewitt* | randall.hewitt@ucf.edu |
| Gillian Eriksson* | gillian.eriksson@ucf.edu |
| Thomas Vitale* | thomas.vitale@ucf.edu |
| Edmund Short | edmund.short@ucf.edu |
| Constance Goodman | constance.goodman@ucf.edu |

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| ESE 6217 | Curriculum Design |
| ESE 6416 | Curriculum Evaluation |
| EDG 7221 | Advanced Curriculum Theory |
| EDG 7234 | Models of Teaching and Instructional Theory |

Students must choose at least two of the courses listed above. Students may also work with an adviser to choose at least two additional 6000 or 7000 level courses with the following prefixes: EDF, EDG, EDP, EEX, EGI, EME, LAE, MAE, RED, SCE, SSE, or TSL.

Educational Psychology

Educational psychology is the study of psychological factors, such as cognition, motivation, and development, which affect learning and instruction to promote learning and optimal human development. Careers in this specialization are varied, including K12, higher education, and industry. Skills developed during this program will allow you to teach educational psychology courses at the college level; consult on learning, development, and instruction; provide organizational training; conduct research; engage in online instruction, and improve learning environments in a variety of settings.

For More Information

Please contact the Specialization Advisor, Dr. Michele Gregoire Gill* (michele.gill@ucf.edu), to learn more about the Educational Psychology specialization.

Additional Program Faculty

| | |
|-------------------|--|
| Gillian Eriksson* | gillian.eriksson@ucf.edu |
| Michelle Taub* | michelle.taub@ucf.edu |
| Shane Trenta | shane.trenta@ucf.edu |
| Taylor Wenzel | taylor.wenzel@ucf.edu |
| Laurie Campbell* | locampbell@ucf.edu |

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| EDF 6155 | Lifespan Human Development |
| EDP 6213 | Applied Learning and Instruction Seminar I |
| EDP 6217 | Applied Learning and Instruction Seminar II |
| EDF 6216 | Motivation in Learning and Performance |
| IDS 6504 | Adult Learning |
| EDF 6259 | Learning Theories Applied to Classroom Instruction and Management |
| EDF 6141 | Human Intelligence |

English Language Arts

The English Language Arts specialization includes the study of literacy, literature and diversity, and the role of language and writing in learning and teaching in English Language Arts and cross-disciplinary education. Additional areas of faculty interest and expertise include teachers' narratives, inquiries and reflective practices in local and international educational environments and professional development settings.

For More Information

Please contact the Specialization Advisor, Dr. Elsie Lindy Olan* (elsie.olan@ucf.edu), to learn more about the English Language Arts specialization.

Additional Program Faculty

Nicole Damico* nicole.damico@ucf.edu
 Jeffrey Kaplan jeffrey.kaplan@ucf.edu

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| LAE 6296 | Advanced Writing Workshop |
| LAE 6366 | Advanced Studies in Adolescent Literature |
| LAE 6616 | Trends in Language Arts Education |
| LAE 6637 | Research in Teaching English |
| LAE 6936 | Seminar in Language Arts Education |

Exceptional Student Education

About Our Specialization

Welcome to Exceptional Student Education (ESE) at the University of Central Florida, a nationally ranked program. Our goal is to assure that all students with disabilities are taught by caring, dedicated, highly-qualified and knowledgeable exceptional special education teachers. The Exceptional Education concentration in the Curriculum and Instruction Educational doctorate (Ed.D.) program is intended for individuals who are engaged in working with individuals who have disabilities.

Please go to <https://edcollege.ucf.edu/exed/programs/#cert> to obtain information about the graduate certificates in Exceptional Student Education.

For More Information

Please contact the Specialization Advisor, Dr. Dena Slanda (dena.slanda@ucf.edu), to learn more about the ESE specialization.

Additional Program Faculty

Mary Little* mary.little@ucf.edu
 Martha Lue-Stewart * martha.stewart@ucf.edu
 Suzanne Martin* suzanne.martin@ucf.edu

Recommended Specialization Courses

| Intervention Specialist Certificate <i>(all courses listed are required)</i> | |
|--|---|
| Course Prefix and Number | Course Name |
| EEX 6218 | Diagnostic Assessment and Intervention Planning in Exceptional Education |
| MAE 6517 | Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher |
| RED 5517 | Classroom Diagnosis and Development of Reading Proficiencies |
| SPS 6700 | Advanced Psychoeducation and Data-based Decision Making |
| Supporting High Needs Populations Certificate <i>(EDF 6725 and EDG 6636 are required, select two additional courses)</i> | |
| Course Prefix and Number | Course Name |
| EDF 6725 | Critical Issues in Study of High-Needs Populations |
| EDF 6155 | Lifespan Human Development |
| EDF 6206 | Challenges of Classroom Diversity |
| EDF 6855 | Factors Affecting Equitable Educational Opportunity and Life Chances: A Cross-National Analysis |
| EDF 6886 | Multicultural Education |
| EDG 6636 | Impact of Social Contexts in Special Education |
| EEX 6342 | Seminar: Critical Issues in Special Education |
| EGI 6246 | Education of Special Populations of Gifted Students |
| Nuseli | |
| Course Prefix and Number | Course Name |
| EEX 7919 | Research Dissertation Proposal |
| EDG 7947 | Lab of Practice |
| EDG 6725 | Critical Issues in Urban Education |
| EEX 7936 | Current Trends and Issues in Special Education |
| EEX 7939 | Seminar: Urban Special Education Leadership |
| EEX 6524 | Organization and Collaboration in Special Education |

Gifted Education

The Gifted Education Program has responded to the need to train teachers and administrators at the doctoral level to meet the guidelines of ESSA (Every Student Succeeds Act, 2015) using the Key Principles of Teacher Leadership and the ADVANCED standards for Professional Development of Teacher Leaders set by the National Association for Gifted Children and the Council for Exceptional Children (NAGC/CEC 2014). Key research areas include an examination of critical issues about the identification, nature and development of Giftedness and Creativity; Curriculum Design and Services; Special Populations including the Twice-Exceptional Learner; and Socio-emotional Development.

This Curriculum and Instruction Ed.D, Gifted program is fully differentiated and includes personalized learning, curriculum compacting, training in teacher leadership and professional development of others, training in designing curriculum and research on problems of practice relevant to each candidate's research interests and educational context.

For More Information

Please contact the Specialization Advisor, Dr. Gillian Eriksson* (gillian.eriksson@ucf.edu), to learn more about the Gifted Education specialization.

Recommended Specialization Courses

| Gifted Education Certificate <i>(all courses listed are required)</i> | |
|---|--|
| Course Prefix and Number | Course Name |
| EGI 6051 | Understanding the Gifted/Talented Student |
| EGI 6245 | Curriculum and Instruction for Teaching Advanced, Gifted and Talented Learners |
| EGI 6246 | Education of Special Populations of Gifted Students |
| EGI 6417 | Guidance and Counseling Strategies for Teachers of Gifted and Talented Individuals |
| EGI 6305 | Theory and Development of Creativity |

Global, International, and Comparative Education

This specialization will help prepare students to engage in global and international organizations and programs such as NGOs (Non-Governmental Organizations), UNESCO, International Schools, etc. Possible careers extend beyond enriching curriculum and instruction within the K-12 environment and include a broad range of international opportunities. For example, graduates of this specialization might serve as program officers in educational development programs in emerging nations, or serve as technical experts in programs sponsored by the World Bank, UNESCO, UNICEF, or USAID.

For More Information

Please contact the Specialization Advisor, Dr. Karen Biraimah* (karen.biraimah@ucf.edu), to learn more about the Global, International, and Comparative Education specialization.

Additional Program Faculty

Randy Hewitt* randall.hewitt@ucf.edu
Gillian Eriksson* gillian.eriksson@ucf.edu
Anna Wolford anna.wolford@ucf.edu

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| EDF 6809 | Introduction to Comparative and International Education |
| SSE 5391 | Global Education: Theory and Practice |
| EDF 6855 | Equitable Educational Opportunity and Life Chances: A Cross-National Analysis |
| EDS 6365 | Education and National Development |
| EDF 6886 | Multicultural Education |

Instructional Design and Technology

Instructional Design & Technology is the science and art of designing innovative, effective, and engaging training and educational programs in business and industry, K-12, and Higher Education. The eLearning Track is designed for educators and instructional designers across settings. eLearning focuses on the design, delivery, and evaluation of high-quality e-learning materials that are used for both online and blended (hybrid) learning environments. The Educational Technology Track prepares educators in PreK-20 to become highly skilled at successfully integrating technology into the curricula.

For More Information

Please contact the Specialization Advisor, Dr. Glenda Gunter* (glenda.gunter@ucf.edu), to learn more about the ID&T specialization.

Additional Program Faculty

Richard Hartshorne* richard.hartshorne@ucf.edu
 Laurie Campbell* locampbell@ucf.edu
 Atsusi Hirumi* atsusi.hirumi@ucf.edu

Recommended Specialization Courses

| E-Learning Professional Development Certificate Courses <i>(all courses listed are required)</i> | |
|--|--|
| Course Prefix and Number | Course Name |
| EME 6613 | Instructional System Design |
| EME 6507 | Multimedia in Education and Training |
| EME 6457 | Distance Education |
| EME 6417 | Interactive Online and Virtual Teaching Environments |
| EME 6458 | Virtual Teaching and the Digital Educator |

| Educational Technology Certificate Courses <i>(Choose EME 6417 OR EME 6209 OR EME 6613 plus 12 other credits from the courses listed)</i> | |
|---|---|
| Course Prefix and Number | Course Name |
| EME 6417 | Interactive Online and Virtual Teaching Environments |
| EME 6209 | Multimedia Instructional Systems II |
| EME 6613 | Instructional Systems Design |
| EME 6053 | Teaching & Learning with Emerging Technologies |
| EME 6405 | Adapting & Integrating Innovative Technologies in Education |
| EME 6507 | Multimedia in Education and Training |
| EME 6602 | Integration of Technology into Learning Environments |

Methodology, Measurement, & Analysis

The Methodology, Measurement, and Analysis (MMA) specialization area will help students develop their skills to conduct (1) empirical research studies and program evaluations with solid research designs to answer both practical and theoretical questions, (2) data analyses to provide essential information for successful decision making, and (3) develop and improve a variety of measures (tests, inventories, questionnaires and behavioral rating scales) to assess students, clients, consumers and employees.

For More Information

Please contact the Specialization Advisor, Dr. Stephen Sivo* (stephen.sivo@ucf.edu), to learn more about the MMA specialization.

Additional Program Faculty

| | |
|---------------------|--|
| Debbie Hahs-Vaughn* | debbie.hahs-vaughn@ucf.edu |
| Haiyan Bai* | haiyan.bai@ucf.edu |
| MH Clark | m.h.clark@ucf.edu |
| Bonnie Swan | bonnie.swan@ucf.edu |
| Joshua Guillemette | joshua.guillemette@knights.ucf.edu |
| Audra Skukauskaite | audra@ucf.edu |

Recommended Specialization Courses

| Advanced Quantitative Methodologies Certificate <i>(select 4 courses from the list)</i> | |
|---|---|
| Course Prefix and Number | Course Name |
| EDF 7405 | Quantitative Methods II |
| EDF 7406 | Multivariate Statistics in Education |
| EDF 7410 | Application of Nonparametric and Categorical Data Analysis in Education |
| EDF 7415 | Latent Variable Modeling in Education |
| EDF 7427 | Psychometrics |
| EDF 7474 | Multilevel Data Analysis in Education |
| EDF 7488 | Monte Carlo Simulation Research in Education |

Reading Education

Graduates of the UCF Ed.D. Curriculum & Instruction, Reading Education specialization, will be prepared to address the intersections of theory, research, policy, and practice. As a result, they will have a number of career options in any of the following sample areas:

- Reading/Literacy leadership in educational settings (e.g., K-12, district, higher education, community, state, or federal government agencies).
- Leadership positions in professional and non-profit organizations (including centers, foundations, and consulting organizations) that advocate for children's reading/literacy development and services.
- A variety of educational and administrative careers in the public and private sectors, government, academia, and non-profits that strive for social change related to reading/literacy.

For More Information

Please contact the Specialization Advisor, Dr. Vicky Zygouris-Coe* (vassiliki.zygouris-coe@ucf.edu), to learn more about the Reading Education specialization.

Additional Program Faculty

Michelle Kelley* michelle.kelley@ucf.edu
Karri Williams* karri.williams@ucf.edu
Andrea Gelfuso* andrea.gelfuso@ucf.edu

Recommended Specialization Courses

Before taking these courses, students must complete M.Ed. Reading Education or the equivalent (to be determined by program area advisor).

| Course Prefix and Number | Course Name |
|---------------------------------|--|
| RED 7797 | Theoretical Processes of Reading Comprehension |
| RED 7743 | Reading and Writing Processes |
| RED 7648 | Analysis and Evaluation of Trends and Issues in Literacy Education |
| RED 7745 | Research in Reading Education Seminar |
| RED 7697 | Literacy for the Twenty-First Century |

Science Education

The Science Education specialization is designed to prepare science educators for successful careers in K-12 instruction, curriculum design, and leadership roles in schools, colleges and universities.

For More Information

Please contact the Specialization Advisor, Dr. Malcolm B. Butler* (malcolm.butler@ucf.edu), to learn more about the Science Education specialization.

Additional Program Faculty

Su Gao* su.gao@ucf.edu
Tonjua Freeman* tonjua.freeman@ucf.edu

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| SCE 5836 | Space and Physical Science |
| ISC 6146 | Environmental Education for Educators |
| SCE 7145 | Design of Science Curriculum |
| SCE 7242 | Assessment in Science Teaching |
| SCE 7935 | Seminar in Professional Writing in Science Ed |

Social Science Education

The Social Science Education specialization in the Education Ed.D. program is designed to prepare social science educators for successful careers in teaching and research. The program assists students in furthering careers in K-12 teaching, curriculum & leadership roles in schools and districts, and college/university curriculum and supervision roles. Doctoral students in the track engage in activities with an interdisciplinary faculty and are mentored by experienced and successful university education faculty.

For More Information

Please contact the Specialization Advisor, Dr. William Russell* (russell@ucf.edu), to learn more about the Social Science Education specialization.

Additional Program Faculty

Scott Waring* scott.waring@ucf.edu

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|--|
| SSE 6348 | Foundations and Fundamentals of Teaching History in the K-12 Classroom |
| SSE 6396 | Teaching with Primary Sources in the History Classroom |
| SSE 6387 | Teaching with Film |
| SSE 6636 | Contemporary Social Science Education |

TESOL

The TESOL specialization offers in-depth study and field-based experiences in the research, theory, and practice of second language teaching and learning. The degree is intended for professionals in the TESOL field who work in a variety of settings, including schools, colleges, universities, and industry. The program prepares students to research and develop practice-based solutions concerning issues in the TESOL field, and to engage in data-driven decision making that leads to real-world solutions for second language learning.

For More Information

Please contact the Specialization Advisor, Dr. Donita Grissom (donita.grissom@ucf.edu), to learn more about the TESOL specialization.

Additional Program Faculty

Joyce Nutta* (co-advisor) joyce.nutta@ucf.edu
Michele Regalla* michele.regalla@ucf.edu

Recommended Specialization Courses

| Course Prefix and Number | Course Name |
|---------------------------------|---|
| TSL 6643 | Dichronic Analysis of Second Language Acquisition Processes |
| TSL 6379 | Second Language Literacy |
| TSL 6600 | Second Language Vocabulary Acquisition |
| TSL 6252 | Sociolinguistics for ESOL |
| TSL 7006 | Second Language Teacher Education |

Contact Info

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