



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, Ed.D. in Curriculum and Instruction

Professor, Educational Psychology

Curriculum and Instruction Ed.D.

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 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. *Failure to maintain these standards may result in termination of the student from the program.* Here are some resources to help you better understand your responsibilities:

- [Academic Honesty](#)
- [Academic Integrity Training](#) – All CIEDD doctoral students must complete this training in their first semester of program enrollment.
- [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

2nd Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none">• Milestone 1: Case Study: Gap Analysis• Concentration• EDF 7478: Analysis of Data for Complex Problems of Practice	<ul style="list-style-type: none">• EDG 7985 Proposing & Implementing Data-Driven Decisions• Restricted Research Elective OR Concentration• Milestone 2: Prospectus, Initial Committee Form, and AB	<ul style="list-style-type: none">• Concentration• Concentration OR• Restricted Research Elective• Summer Candidacy Prep Webcourse• Milestone 3: Committee review and approval of Prospectus and AB• Proposal Defense (or in early Fall)

3rd Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none">• Proposal Defense• 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

*Students in the Noyce Math K8 Cohort: Refer to your specialization area program supplement for your timelines and additional information required for your area.

Important Dates and Deadlines

Year 1

Fall Semester

- Meet with faculty advisor to discuss Plan of Study.
- Set up notebooks and citation management software and start immersing yourself in the research surrounding complex problems of educational practice that are in your areas of interest.

Spring Semester

- Meet with faculty advisor to finalize Plan of Study.
 - The Plan of Study form is located on our CIEDD 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.
 - NOTE: *If you make changes to your Plan of Study, be sure to update your form with both Grad Affairs (CCIEGrad@ucf.edu) and Webcourses.*
- Complete the 2nd Semester Survey online.
 - You can find the link to the survey under the Assignments page on our CIEDD Webcourses page.
 - 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.
 - Meet at least twice to discuss ideas for your dissertation.

Spring Semester

- Begin the process of DiP committee formation.
 - Minimum of four graduate faculty (including your chair).
 - One must be external (outside of your specialization area).
 - 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, Annotated Bibliography, and Initial Doctoral Committee Form are DUE by the end of the spring 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

- Online Webcourse: This non-credit module will assist you in completing the necessary steps to enter candidacy in the Fall.
- **Milestone 3:** Committee approval of your Prospectus and Annotated Bibliography of Seminal Works.
 - Due by last Friday in June.
 - Upload signed Approval form to the Milestone 3 assignment when completed.
 - Also email completed form to cciegrad@ucf.edu.
- File your Doctoral Candidacy Form by July 1.
- Proposal Defense: Upload form signed by committee to Webcourses.
- IRB submission

Students will not be allowed to begin their dissertation research without a successful proposal defense and IRB approval of their dissertation research study.

Year 3

Fall Semester

- Proposal Defense: Upload form signed by committee to Webcourses (if not done in Summer).
- IRB submission (if not done in Summer).
- 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 by the start of the semester that you plan to graduate.

Summer Semester

- Be sure to file an Intent to Graduate and complete all other required forms for graduation.
- 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](#).

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. For classes that use an S/U grading system, such as dissertation hours, no more than 3 credit hours of “U” grades are allowed. Exceeding the specified hours for unsatisfactory work (more than 6 semester hours of “C” or unresolved “I” grades, or more than 3 hours of “U” 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 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 CIEDD Webcourses activities and upload relevant assignments there.
- Successfully complete the mandatory Candidacy Prep Webcourse before entering candidacy.
- 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 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's 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 offers 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 participates 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

- Dissertation committees must be comprised of at least four graduate faculty. One member should be outside of the Ed.D. program (the external member). One graduate faculty scholar may sit on the committee.
- 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.
- Participate in the dissertation proposal defense and provide helpful feedback to improve the student's dissertation proposal.
- Participate in the dissertation defense to assure: (i) the dissertation is acceptable as original research and a contribution to the discipline; and (ii) 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, Annotated Bibliography of Seminal Works about One's Topic, and Signed Initial Dissertation Committee Form

Due Date: By the end of spring semester of Year 2

Students will have completed all foundational core and research courses by the end of this semester. 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. In addition, students will have compiled an Annotated Bibliography of Seminal Works related to their proposed study (20 minimum articles). Both the Prospectus and AB must be approved by the Dissertation Chair. The DiP Prospectus, AB, and approval form will be submitted to the chair, proposal class instructor, and program coordinator via Webcourses.

Milestone 3: Candidacy Exam: Committee Approval of Dissertation in Practice Prospectus & Annotated Bibliography of Seminal Works

Due Date: Last Friday in June or semester before student enters candidacy

For the third Milestone, the student will submit a revised Prospectus and Annotated Bibliography to each committee member. Committee input will be obtained, and the Prospectus and AB should be revised accordingly. The feedback can be delivered via email, one-on-one meeting with each committee member, or a group meeting with the entire committee. The final version of Prospectus and Annotated Bibliography of Seminal Works must be approved by the entire dissertation committee to pass this Milestone. If the student has a proposal ready to defend, this meeting may also serve as the proposal defense. Upload the Committee Approval of Prospectus and AB to the Milestone 3 Webcourses link and submit to CCIEgrad@ucf.edu by the last Friday in June.

Candidacy

To enter candidacy for the Ed.D., 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 in 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 and program coordinator.

Graduate Research

UCF has three fundamental responsibilities regarding 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/ > Research Integrity & Compliance > Institutional Review Board 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 enriching 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 fctl.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 Ed.D. 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://ccie.ucf.edu/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

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

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
 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

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. Debbie Hahs-Vaughn* (debbie.hahs-vaughn@ucf.edu), to learn more about the MMA specialization.

Additional Program Faculty

Audra Skukauskaite*	audra@ucf.edu
Haiyan Bai*	haiyan.bai@ucf.edu
Dr. Stephen Sivo*	stephen.sivo@ucf.edu
MH Clark	m.h.clark@ucf.edu
Bonnie Swan	bonnie.swan@ucf.edu
Joshua Guillemette	joshua.guillemette@knights.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

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

New Specialization Areas

See addendums for two new specializations debuting in 2021: Math and Sports Science Instruction

Contact Info

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