



Informational Handbook
For
Advanced Graduate Programs
In
Educational Leadership

Dear Scholars:

I am pleased to share with you the revised *Informational Handbook for Advanced Graduate Programs in Educational Leadership* (PK-12). The handbook should offer assistance in understanding the overall format of the Doctor of Education and Educational Specialist Programs including course work, examinations, and research for the dissertation as well as necessary forms, worksheets, and answers to frequently asked questions. Please note that the handbook is no substitute for close communications with your academic advisor. It is your responsibility to schedule regular conferences and to stay informed about important events, deadlines, and other program expectations.

Study and research leading to the doctoral degree can be among the more rewarding experiences in your professional career. Doctoral studies, however, do require careful planning on your part. Successful completion of a doctoral program also requires that you are aware of program requirements. We hope that this publication will facilitate that awareness, understanding and planning.

Best wishes in your academic pursuits!

Most sincerely,

William Bozeman
Professor and Educational Leadership Doctoral Coordinator

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SECTION I: PROGRAM INFORMATION

ADMISSION TO ADVANCED GRADUATE PROGRAMS

Admission to the Specialist and Doctoral Degree programs in Educational Leadership is based on (1) acceptance to the University of Central Florida, (2) prior academic and professional achievement, (3) scores on the Graduate Record Examination, and (4) recommendations. Once accepted into the Educational Leadership program, the student will be assigned an academic advisor. The advisor assignment may be changed at a later date as research interests are defined.

Responsibility for a student's program rests with the advisor and the student and must have the approval of the Educational Leadership Program Coordinator, the College of Education Associate Dean, and the Vice Provost and Dean of Graduate Studies.

EDUCATIONAL LEADERSHIP PROGRAM GOALS

The following broad goals assume a constructivist perspective to program development. These goals have been identified by program faculty as appropriate broad goals to be used in building upon and extending the prior knowledge and experiences of individuals already in professional roles in schools. These goals are supported throughout the literature and undergird the several sets of state and national standards and competencies which must be considered in the preparation of students and in program development. In particular, these goals are used in the development of programs that encourage students to (a) reflect on current practice of administrators, and (b) use research and research methods along with knowledge about issues to improve practice in schools and classrooms.

Goal One: To develop knowledge and understanding of the broad, systemic, and dynamic context of education (progressively advanced understanding at the Specialist and Doctoral levels)

Goal Two: To develop a conceptual understanding of and personal competency in basic interpersonal relations

Goal Three: To develop an awareness of and responsibility for the development and maintenance of creative, effective, and logical systems

Goal Four: To develop a skillful and continuing interpretation of the legal, political, societal, economic, and cultural climates operating on and within the educational system

Goal Five: To develop a self-awareness of individual strengths, weaknesses, and skills in relationship to potential alternative career roles for both master's and specialist degree students and fostering a professional commitment to the field of education and the practice of administration for students in the doctoral program

Goal Six: To develop an appreciation for (entry-level students) and a continuing concern for (advanced students) the development, utilization, and knowledgeable dissemination of research in education and administration (doctoral students)

EDUCATIONAL LEADERSHIP Ed.D. AND Ed.S. DEGREE DESCRIPTIONS

Ed.D. IN EDUCATIONAL LEADERSHIP

The doctoral program consists of 63 or more semester hours (including credit for research toward the dissertation and a maximum of 9 semester hours of post baccalaureate credit). Post baccalaureate credit is defined as master's level or higher coursework not previously in a degree program. A master's degree is also a prerequisite. If Educational Leadership program prerequisites, as specified on the Program of Study worksheet, have not been met, they must be completed prior to enrollment in doctoral-level courses. Content is offered in the areas of political and organizational theory, leadership, systems theory, planning and evaluation, school law and finance, decision making, communications, organizational planning, institutional climate and assessment, staff development, program analysis and evaluation, curriculum and instruction, and educational policy studies. The doctoral program provides structure essential to quality control, and also flexibility to permit specialization. The following areas comprise the Educational Leadership doctoral program:

- I. Prerequisites. Students are typically employed in public and private K-12 settings and are expected to complete, if they have not already done so, all coursework required for Florida Educational Leadership Certification prior to registration for doctoral courses. This includes a minimum of eight Educational Leadership courses (or their equivalent). Students who have not completed courses in graduate research methods and foundations of education must also include these courses in their programs of study.
- II. Core (15 SH). The Educational Leadership core includes five courses: EDA 7101 Organizational Theory in Education; EDA 7192 Educational Leadership; EDA 7195 Politics, Governance, and Financing of Educational Organizations; EDA 7205 Planning, Research, and Evaluation Systems in Educational Administration; and EDA 7225 Educational Personnel Administration.
- III. Cognate (6 SH min). The cognate component is satisfied through the completion of at least six semester hours of graduate study outside the College of Education. The courses serve to support the student's area of specialization and academic interests. Typical areas of cognate study include public administration, communications, psychology, labor relations, and business administration.

- IV. Specialization (12 SH min). A minimum of 12 semester hours are required in elective courses. These elective courses provide the student the opportunity to develop an area of specialization and expertise in the field of educational leadership and administration.
- V. Research Tools (9 SH min). A minimum of three research and statistics courses are required. Classes which generally are used to satisfy this component are EDF 6401 Statistics for Educational Data, EDF 7403 Quantitative Foundations of Educational Research and EDF 7463 Analysis of Survey, Record and Other Qualitative Data.
- VI. Dissertation Research. All students must have a minimum of 21 semester hours credit in research for the dissertation. Registration for dissertation hours is not permitted until the student is admitted to candidacy. Admission to candidacy includes the successful completion of all required courses, doctoral examinations, and acceptance of a research prospectus/ proposal. A more complete discussion of this process is described in Part II of this handbook.

Residency. Students are required to fulfill a residency requirement through at least two contiguous semesters of full-time study (minimum of nine semester hours credit per semester). These two semesters of residence credit are taken after admission to the doctoral program and candidacy.

The student has 7 years from the date of admission to the doctoral program to complete the dissertation. No courses taken since the original program entry date at UCF may be older than 7 years and used in the program of study. Graduate course work taken elsewhere and not part of an earned graduate degree is subject to the 7-year rule.

Note: It is possible for students to earn an Ed.S. Degree while enrolled in the doctoral program upon completion of the Ed.S. requirements (shown below). This option requires the individual to file an Ed.S. Program of Study, an Ed.S. Intent to Graduate form prior to the semester of completion of the Ed.S. degree requirements, and pass the M.Ed. comprehensive examination. Students who wish to take advantage of this option should discuss it with their advisor and have the coursework reflected in the doctoral program of study.

Ed.S. IN EDUCATIONAL LEADERSHIP

The Educational Specialist Degree (Ed.S.) is an advanced professional degree designed specifically for individuals who have completed a master's degree in a field other than Educational Leadership and who wish to meet the requirements for Florida Level 1 Educational Leadership Certification while working toward a degree. The program of study leading to the Ed.S. Degree consists of a minimum of 36 semester hours beyond the master's degree in a planned program (including a maximum of 9 transfer hours). Students who complete the Ed.S. Degree may apply for admission to the doctoral program, but have the same transfer restrictions

so are advised to do this early in the program. Individuals may also be admitted to the doctoral program and receive an Ed.S. in progress toward completion of the Ed.D.

Prerequisites: Students who have not completed courses in graduate research methods and foundations of education must also include EDF 6481 Fundamentals of Graduate Research in Education and EDF 6401 Statistics for Educational Data in their programs of study.

Educational Leadership Specialization: Students complete 21 hours in 7 Educational Leadership courses: EDA 6061 Organization and Administration of Schools, EDA 6232 Legal Aspects of School Operations, EDA 6240 Educational Financial Affairs, EDA 6260 Educational Systems Planning and Management, EDA 6931 Contemporary Issues in Educational Leadership, EDS 6123 Educational Supervisory Practices I and EDS 6130 Educational Supervisory Practices II.

Core: Three courses totaling 9 hours are required: EDA 6946 Administrative Internship, EDA 7101 Organizational Theory in Education, and EDA 6909 Research Report.

Electives: Two elective courses totaling six hours (generally students elect EDA 6502 Organization and Administration of Instructional Programs and EDA 6300 Community School Administration). Students should confer with their advisor regarding approval of electives.

Examination: The Ed.S. comprehensive examination is the same as the M.Ed. Examination.

WRITING PROFICIENCY

It is expected that all advanced degree students in Educational Leadership are able to write clearly and substantively. To this end, all advanced degree students will be expected to complete a writing sample as evidence of their proficiency during the first semester after they are admitted to the Specialist or Doctoral Degree program. If, upon analysis of the writing sample, it has been determined that improvement is required, the student should meet directly with his or her advisor and the Educational Leadership Program Coordinator to establish a writing improvement program and timelines.

Although it is the responsibility of students to acquire the skills and information necessary to demonstrate their writing competence, faculty shall also make an important contribution to the development of students' writing proficiency through careful and continued evaluation of written course work. Throughout an advanced program, student writing should provide evidence of proficiency in organization of thought, sentence structure, paragraph development, and thesis development. Appropriate use of transitions, punctuation, spelling, vocabulary and conventions of grammar are expected. Students are strongly encouraged to seek faculty responses to their writing. If students are unsure of their writing skills or have received an indication of writing problems from faculty, they should seek help from the University Writing Center (UWC). Students are expected to have remediated any writing deficiency before they take doctoral examinations.

ASSIGNMENT OF ACADEMIC ADVISOR

At the time of notification of acceptance into an Educational Leadership program, the student will be assigned to an academic advisor. The advisor is the key individual with whom the student will work and the departmental representative who will monitor all progress toward completion of degree requirements. If the student, for some particular reason, prefers a different advisor, the program coordinator must be contacted immediately after the initial appointment. Any requests for a change of advisor, after the student has worked with a given advisor, should be directed in writing to the Educational Leadership Program Coordinator for consideration.

PROGRAM OF STUDY

Upon admission, the student should initiate contact with the advisor to begin preparation of the Program of Study. Once the student and advisor have worked through the tentative program, the student is responsible for submitting the typed program to the advisor. The completed **Program of Study** form will be reviewed in the College of Education Graduate Studies office and returned to the student, advisor, and appropriate program coordinator for signature. Approved Programs of Study will be placed in students' files in the Graduate Studies Office and retained there until students are admitted to candidacy.

CHANGING A PROGRAM OF STUDY

Once a program has been filed, changes in the program may be required or desired. Anytime a substitution is made, a **Course Substitution** form must be filed. Courses may need to be substituted for a variety of reasons—courses not offered, new courses added to the curriculum which are more appropriate, or a change in the direction of research interest. In order to avoid the need for many Course Substitution Forms, it is permissible for students to indicate on the program of study general categories rather than specific courses, e.g., English electives (6), Public Administration elective (3) EDA electives (9) or Outside the College Electives (6).

TRAVELING SCHOLAR OPTION

Once admitted to the program, students may wish to enroll in a course at another university for any one of a number of reasons. If a student and advisor determine that such enrollment is appropriate, students may accomplish this as a Traveling Scholar. Traveling Scholars are permitted to count courses taken at other universities as UCF credits; however, the appropriate permission (and accompanying paper work) must be completed in advance of registering for the classes. **Traveling Scholar Program** forms may be obtained in the College of Education Graduate Studies Office. After the form is completed by the student's advisor and the host institution, it must be returned to the Doctoral Studies Office for formal processing. Though there is no technical limit on the number of hours that can be counted in a program as a traveling scholar, the University normally limits those hours to 6-9 semester hours of credit.

GUIDE FOR PLANNING ADVANCED DEGREE ACTIVITIES

The following statements suggest the usual sequence of the major activities required to complete advanced graduate degrees in Educational Leadership. It is recommended that students follow this sequence as they progress through the program.

1. Develop the Program of Study with the academic advisor. The plan should be developed early in the program, usually during the first or second semester of course work. This plan should be officially filed, through administrative channels, with the College of Education Graduate Studies Office. Any subsequent changes in the plan are made on a waiver form.
2. Complete all course work needed to successfully write the doctoral and/or specialist examinations. Further detail on examinations is presented in subsequent pages of this document.
3. Notify advisor of your intent to write the doctoral and/or specialist examination(s) the semester prior to the examination, and complete the appropriate application (see Appendix) by the stated deadlines.
4. Pass Doctoral Degree Candidacy Examinations or Specialist Degree Examination.
5. Develop, present, and defend dissertation prospectus and proposal (or Specialist Degree research report).
6. Complete dissertation or thesis research.
7. Defend dissertation research.

DOCTORAL DEGREE CANDIDACY EXAMINATIONS GUIDELINES AND PROCEDURES

INTRODUCTION

Goals of the Doctoral Examinations are expressed in the following desired student outcomes:

1. The examinations are one of the means by which the Educational Leadership faculty determines that the student is prepared for candidacy for the Doctoral Degree.
2. The examinations provide the student and the advisor evidence of weaknesses and strengths in the student's work. From the evidence provided, program adjustments may be made.
3. The examinations provide students an opportunity to synthesize ideas and facts which prior to this have been related to specific courses.

ELIGIBILITY FOR EXAMINATIONS

Doctoral examinations (Educational Leadership Core and Specialization) shall ordinarily be taken when students have completed required pertinent course work as shown on the **Program of Study**. Doctoral students may request permission to write any one of the doctoral examinations when they and their academic advisors have determined they have adequately prepared themselves. Students who have incomplete grades in pertinent course work should not apply to take an examination. Students should submit an **Application for Candidacy Examination** to the advisor for approval. The application must be approved by the advisor, the doctoral coordinator and the college graduate coordinator. All doctoral examinations must be successfully completed before a dissertation prospectus is finalized.

DATES OF EXAMINATIONS

The dates of the examinations will be established one year in advance by the College. Test dates are posted in the College of Education Graduate Studies Office and the Educational Leadership Office. Doctoral examinations are typically scheduled within a one-week period as follows: Monday, Educational Leadership Core Examination and Tuesday, Specialization Examination. Students sit for the respective examinations as they and their advisors feel they are prepared to do so.

PREPARATION OF EXAMINATIONS

The program coordinator assumes responsibility in the preparation of the Educational Leadership core examination by soliciting exam questions and convening the faculty who will be involved in preparing and evaluating the examination. Examination questions will be solicited by the program coordinator from appropriate members of the faculty. The total examination will be reviewed by those persons involved in preparing and evaluating the examination before the test is administered.

ORGANIZATION AND CONTENT OF EXAMINATIONS

The Educational Leadership Core Examination is focused on the five courses comprising the Educational Leadership Core. It is a five-hour examination typically administered on Monday of the scheduled examination week. Students are expected to demonstrate a comprehensive and integrated core of theoretical and practical knowledge in each of the core areas.

The Specialization Examination is a three-hour examination prepared by the advisor and usually administered to students on Tuesday of the scheduled examination week. This examination poses questions for students that call on them to demonstrate their ability to write in area(s) of specialization. This requires that students integrate content from various courses as well as requiring them to relate the area of concentration and/or specialization to other aspects of the students' preparation (course work and experiential base). Students are expected to demonstrate an in-depth body of concentrated knowledge that reflects unique preparation.

The Research and Statistics Examination (competency certification) is completed as part of the research and statistics sequence of courses. Students are required to demonstrate and apply their knowledge and skill in the area of research and statistics. (See Appendix B for **Research Competency Certification** form.)

READING THE EXAMINATION(S)

Responses to each question on the Educational Leadership core examination will be evaluated by professors who are particularly knowledgeable in the area. Additionally, each specialization examination will be read by the student's advisor. Readers will be assigned by the program coordinator. Should there be marked variability between the evaluations of a question, additional evaluators may be assigned to read the student's response.

SCORING THE EXAMINATIONS

Students are assigned numbers and remain anonymous during the scoring process. All examination questions are scored using a five-point scale with three (3) being the minimum passing score. If the faculty assigned readers disagree as to whether the question has been

passed or failed, another reader will be assigned. Answers to examination questions will be evaluated using the following criteria:

1. Conceptual knowledge
2. Factual knowledge
3. Application
4. Supportive Research
5. Reasonability
6. Communication skills (Written and Organization)

GRADING THE EDUCATIONAL LEADERSHIP EXAMINATION

The final decision as to the student's passing or failing the doctoral examination is reached in a faculty meeting attended by those persons involved in preparing and evaluating the examination. The student's name and all scores for each student will be available to Educational Leadership faculty members prior to the final decision on each student.

If the student fails the doctoral examination, the entire examination will be rewritten no sooner than the next test administration. The student may retake the entire examination only two times.

SECTION II: EDUCATIONAL LEADERSHIP DISSERTATIONS

INTRODUCTION

Research for and defense of the dissertation are the culminating points in one's program of doctoral studies. The dissertation is a phase where many doctoral candidates find the most academic satisfaction; it is an opportunity to apply the knowledge and skill accrued during course work, seminars, lectures, and smaller-scale research activities. It is also a time when some individuals stumble and flounder, for it is one of the first occasions in academic work where little formal structure exists.

The dissertation process has often been shrouded in mystery for some individuals. There is no good reason for this mystique. The research process can be one of the more rewarding aspects of one's journey through advanced graduate studies. The product of the doctoral student's work can enhance the knowledge base about the fields of education in general and Educational Leadership in particular and be a valuable contribution to the literature. To these ends, this document will assist the student through the following purposes:

- To provide an overview of the dissertation process
- To outline the components and steps associated with the dissertation prospectus and proposal

- To discuss the various sections of the dissertation
- To clarify the university requirements associated with the dissertation
- To present the procedures for committee review of the document(s) and the defense process

One caveat is offered before proceeding: One of the most critical decisions a doctoral student can make is the selection of an advisor. Many hours will be devoted to finding a research topic and defining, focusing, and refining that topic. Many hours will also be spent in dialogue and review of the research. The collaboration between doctoral candidate and advisor requires that both parties be willing and able to work together.

While most of the content of this document is common to all situations, the counsel of one's advisor will generally supersede other recommendations. Ultimately, the advisor must have confidence that a researchable topic has been identified and that the candidate has the ability, motivation, and endurance to complete the work. The candidate must have confidence that he or she is receiving appropriate, systematic, and timely counsel from the advisor.

The suggestions and guidelines presented herein may not be appropriate for all dissertations and research settings. In the final analysis, the directions and specifications of the advisor and dissertation committee, consistent with University of Central Florida policies and guidelines, are the final words.

OVERVIEW OF THE DISSERTATION PROCESS

Specific steps and approaches to research for the dissertation will vary somewhat with preferences of different faculty advisors, but there are certain steps and requirements that should be adhered to in the process. Given below are the essential steps that are generally followed by all Educational Leadership doctoral students. Close consultation with the academic advisor is critical to an efficient progression toward completion of the Doctoral Degree.

1. Research for the dissertation formally commences after one has completed all courses in an approved Program of Study and has passed all Candidacy Examinations. Presumably, the student has been involved in the study of a topic of interest that may lead to his or her original research.
2. An optional first step in the formal dissertation process is registration for three semester hours of Dissertation Research (EDA 7919). The dissertation prospectus is developed and submitted during this term of registration. If the student has a prospectus developed, registration for EDA 7919 is generally not advised. Students may register immediately for EDA 7980.
3. Meet with your advisor about the topic, committee members, timeline, and his/her special procedures and expectations. Begin preparation of a Prospectus (always in consultation with your advisor). Hopefully, you have been preparing a database of

related research and literature throughout your program of study and are prepared to commence your own original research.

4. Obtain a copy of the current *Publication Manual of the American Psychological Association* and download the UCF THESIS AND DISSERTATION MANUAL at <http://www.graduate.ucf.edu/sitemap/index.cfm?RsrcID=55&SubCatID=144>.

5. In consultation with your advisor, form a dissertation research committee. When the prospectus has the approval of your advisor, submit the prospectus to your dissertation research committee for comments and suggestions.

6. After completion and approval of the prospectus, two forms should be filed: DOCTORAL DISSERTATION COMMITTEE APPOINTMENTS and PROSPECTUS APPROVAL/ADMISSION TO CANDIDACY (Appendix B). A copy of the prospectus should accompany the forms when submitted to the doctoral coordinator for signature and processing by the graduate office. The prospectus will be placed on file in the Educational Leadership office along with final/accepted proposals.

7. After review of your committee's comments and consultation with your advisor, begin preparation of the dissertation proposal.

8. Upon satisfactory completion of a prospectus and completion of requisite forms, the student may register for three semester hours of Dissertation (EDA 7980). After your advisor has approved the proposal, submit it to your dissertation research committee and schedule a proposal meeting. Be sure to allow at least two weeks for the committee members to review the proposal. The proposal is typically developed and defended during the first semester of dissertation registration. If the proposal is not developed and defended during the first semester of EDA 7980 registration, the student may anticipate re-registering for another semester of three semester hours of Dissertation (EDA 7980).

9. Hold a proposal meeting with all committee members present. If the proposal is acceptable, develop a revised proposal that reflects all substantive and content changes as well as editorial, grammatical, syntactical, format, and other revisions. In general, the required forms are signed at this meeting.

10. Submit the final proposal to your committee, the College of Education Graduate Studies Office, and Educational Leadership Doctoral Coordinator.

11. Complete all requisite College of Education and UCF Graduate Studies forms (including the DISSERTATION PROPOSAL APPROVAL) for admission to doctoral candidacy and Institutional Review Board applications.

12. Commence research for the dissertation. A minimum of 21 semester hours of Dissertation (EDA 7980) is required. Recall that doctoral students must also have registered for two contiguous semesters of a minimum of nine semester hours to meet residency requirements. Often this requirement is satisfied through each semester Dissertation (EDA 7980) registration. Continuous registration (including summers) is expected.

13. As chapters of the dissertation are written, they should be submitted to your advisor for review before they are transmitted to committee members.

14. As you approach completion of the dissertation, review the university deadlines for defense and make an appointment to meet with the UCF dissertation editor.
Note: UCF Deadlines must be observed unless prior approval is obtained.

15. Submit the final and complete dissertation draft to your committee at least 2 weeks prior to the defense.

16. The announcement of the oral defense must be e-mailed to the College of Education Graduate Studies Office (edgrad@mail.ucf.edu) at least one week prior to the defense date for distribution via listserv to deans, directors, and other individuals in the university.

17. Following the defense, incorporate, with the assistance of your advisor, any changes and revisions expected by the dissertation research committee. Complete all College of Education and UCF Graduate Studies forms and produce the required number of dissertation copies. It is expected that each committee member and the department receive copies of the final product in addition to the required library copies. Effective Fall 2004 electronic thesis/dissertation (ETD) submission will be mandatory and all format reviews must be submitted in PDF format (see ETD update at <https://www.gradinfo.ucf.edu/>).

DISSERTATION PROSPECTUS

The dissertation prospectus is a brief presentation of the research to be undertaken by the doctoral student. While it may be a succinct document, it is a draft research plan. Therefore, it should be developed only after a thorough review of the related literature and conceptualization of the problem and purpose of the study. The prospectus should contain a brief summary of literature and research that frames the study, statement of the problem, research questions and/or hypotheses, and an overview of the research design. The dissertation prospectus is typically 3-6 pages in length (plus references); it may be completed while registered for three semester hours of Dissertation Research (EDA 7919) if not before. If it is not completed during that semester, the student is expected to register again for EDA 7919. In any event, the approved dissertation prospectus must be complete and on file with appropriate forms prior to registration for Dissertation (EDA 7980).

General Steps in Development of the Prospectus

1. Obtain copies of both the current *Publication Manual of the American Psychological Association* and the UCF THESIS AND DISSERTATION MANUAL. The UCF document can be downloaded at <http://www.graduate.ucf.edu/> . All documents should conform to the format specifications of these manuals. Where there are inconsistencies, the UCF manual takes precedent.
2. In consultation with your academic advisor, complete the prospectus (generally the student has completed all courses, passed comprehensive exams, and is registered for three semester hours of EDA 7919). The format of the prospectus will vary, but generally provides an outline of the proposal and includes:
 - a. Title page
 - b. Introduction (rationale for the study)
 - c. Statement of the problem and research questions and/or hypotheses
 - d. Methodology (population, sample, data collection and general procedures for analysis)
 - e. References
3. In consultation with your academic advisor, finalize your dissertation committee membership. The committee consists of a minimum of four faculty members including the committee chair (who has typically served as your academic advisor). The dissertation committee must contain one member from outside the Department of Educational Research, Technology, and Leadership and includes two Educational Leadership faculty members. The members of the committee should have expertise and interest in the research topic that you have presented in your prospectus.
4. After your academic advisor approves the prospectus, submit it for review by your dissertation committee. While the brevity of the document constrains a complete literature review, be sure to include sufficient references to support your research questions and research design. Always allow a minimum of one week for committee members to review of the prospectus (and other documents). If required, prepare a UCF Human Subjects form.
5. Your advisor may wish to have your committee meet to review the prospectus. This is not required but may be desirable in some cases. Alternatively, you and your advisor may receive comments from individual members without a formal meeting. If there are no major revisions to the prospectus, file the signed prospectus approval form (Appendix B) with the College of Education Graduate Studies Office and the Educational Leadership Doctoral Coordinator. Note: It is the responsibility of students to work with their advisors in scheduling all meetings.

DISSERTATION PROPOSAL

The dissertation proposal is a thorough and complete presentation of the research to be performed by the doctoral student. It is a reasonably complete research plan offered for consideration by your research committee. Given below are the general steps associated with proposal development. It is assumed that a prospectus has been developed and has received favorable review by your advisor and committee.

General Steps in Development of the Proposal

1. In consultation with your academic advisor, prepare a dissertation proposal. At this point, it is presumed that the student has completed all courses, passed comprehensive examinations, filed a research prospectus, filed DOCTORAL DISSERTATION COMMITTEE APPOINTMENT and PROSPECTUS APPROVAL/ADMISSION TO CANDIDACY Forms (see Appendix B), and is registered for three semester hours of Dissertation (EDA 7980).
2. The format of the proposal may vary depending on the type of study. It will, however, generally contain the following sections:
 - Title page
 - Introduction (overview of the study, relevant literature, theoretical or conceptual frameworks, and need for the study)
 - Review of Literature (related research, theoretical basis, summary)
 - Statement of the Problem (research questions and/or hypotheses, definitions)
 - Methodology (procedures, population and sample, research design, instrumentation, data collection procedures, analytic/statistical methods)
 - Delimitations and Limitations
 - Significance of the Study
 - List of References (all citations that appear in the body of the proposal must appear in the list of references in APA format)
 - Appendixes (copies of instruments to be used in data collection, protocols, data collection forms, etc.)
3. After your academic advisor approves the proposal, submit it for review by your dissertation committee. Like the prospectus, the proposal should conform to the APA and UCF THESIS AND DISSERTATION MANUAL. Allow at least one week for committee review of the document.

4. Schedule and hold a meeting of the dissertation committee. (Note: It is the responsibility of students to work with their advisor in scheduling all meetings.)
5. In consultation with your advisor, incorporate recommendations of the committee into a revised proposal. The revised proposal should then be submitted to the dissertation committee, Educational Leadership Doctoral Coordinator, and to the College of Education Graduate Studies Office along with all appropriate and signed forms (Appendix A).
6. Review with your advisor the need for you to prepare and submit a UCF Human Subjects form for approval. These forms are available in the College of Education Graduate Studies Office. Also see <http://www.research.ucf.edu/compliance/irb.htm>.

DISSERTATION STYLE AND FORMAT

The accepted style for the dissertation and related documents (Prospectus and Proposal) follows the Publication Manual of the American Psychological Association. The documents, however, must also conform to the UCF manual.

Dissertation Format and Organization

The format and organization of the Dissertation will vary somewhat depending on the topic and methodology. The following outline presents a commonly used format. This will be discussed in more detail. (Note: This format may vary in qualitative studies.)

1. Introduction. Chapter 1 will often closely resemble the proposal. It typically includes the following sections:
 - A. Introduction and general background of the study
 - B. Statement of the problem and/or purpose of the study
 - C. Conceptual or theoretical framework
 - D. Research questions and/or hypotheses as well as definitions and assumptions
 - E. Design of the study and overview of the methodology (including population, sample, and statistical procedures); these will be discussed at greater length in Chapter 3
 - F. Significance and limitations of the study
 - G. Organization of the dissertation

2. Review of Literature. Chapter 2, the review of literature, is more than a summary of related research, writings, and studies. The literature should guide your study. In order to accomplish this, it is essential to synthesize and integrate the literature, thereby forming a foundation for new research. Literature review is an art and a science (do not find comfort in an ERIC search alone).

One's review of related literature is not some "necessary evil" or pages to add weight to the final dissertation. It is as important as any other component of the research process. There are several reasons for conducting a thorough and systematic review of the literature: (a) to clarify the purpose of the study and research problem as well as the rationale of the problem; (b) to provide a general overview of the topic; (c) to present what research has and has not been completed prior to the proposed study; and (d) to investigate theoretical underpinnings of the study.

Of special importance is the use of primary and secondary sources. Primary sources generally refer, in this context, to works or studies by the person(s) who executed the research. Secondary materials are written by a person(s) not directly involved in the original effort. Most textbooks are examples of secondary sources. The main disadvantage (and danger) in using secondary sources is that the reader does not know what changes may have been made or, perhaps, errors which have been introduced.

For example, such a situation occurred in doctoral research at a major university several years ago. A doctoral dissertation inaccurately reported information; later several students used the dissertation as their literature source, but cited works as if they were using primary materials. They did not complete their degrees as a result of these misrepresentations.

Sometimes it is not essential to go to the primary source, especially if the secondary source is credible. You are expected, however, to use primary sources when possible and use secondary sources sparingly. Of course, you must cite the exact source, secondary or otherwise. Abstracts become a special case. You have been encouraged to review abstracts as you conceptualize your study. This is fine. The problem, however, is that individuals may identify important or potentially important literature in abstracts, but then do not follow through by accessing the primary source. If you use the abstract information only, you must signify this in your reference citation. Be very careful. Recall also that there should be a one-to-one correspondence between citations in the text and the List of References.

As the Chapter 2 of the dissertation emerges, ask the following questions:

- Do the major, relevant works support new, original research?
- Are relationships and patterns (e.g., major schools of thought and theoretical camps) extant among the works?
- Are critical analyses of the works included or is the review simply a summary?

- Have all major sources been explored (e.g., conference proceedings, technical, occasional, and position papers, dissertations, etc. in addition to the obvious sources)?
- How does the current study build on the present knowledge base?
- Is the literature integrated and synthesized in a meaningful way (e.g., through tables, descriptors, chronology, etc.)

3. Methodology. Chapter 3 describes the general methodological approach, research setting, subjects or participants, population and sample, instrumentation or data gathering strategies, and analytical procedures to be employed. Typically, Chapter 3 contains these sections (as needed or appropriate) in this order:

- Introduction
- Statement of the Problem (as it appeared in Chapter 1)
- Population and Sample
- Instrumentation (link to respective variables and constructs of interest)
- Instrument Reliability and Validity
- Data Collection
- Data Analysis
- Summary

4. Analysis of Data. Chapter 4 presents the results of the data analyses. A clear connection between the respective research questions and/or hypotheses should be present throughout the analysis. Analyses should be clearly linked to the respective research questions and/or hypotheses. Note: Qualitative research and naturalistic inquiry will require a different style and format.

5. Discussion of Findings and Recommendations. Chapter 5, as the title suggests, provides an opportunity for discussion and interpretation of the analyses presented in the previous chapter. This final chapter should include a brief review of the purpose and/or problem statement, key issues that emerged in the literature, research questions and/or hypotheses, and discussion of the current findings. Findings should be clearly organized by research questions and/or hypotheses. It also includes recommendations for future studies as well as implications for policy or practice related to the topic. Note that this chapter does not offer the author license to present personal opinions, prejudices, position statements, and other information that does not follow from the research provided in the

dissertation's previous chapters. As the title states, this chapter presents conclusions that may be drawn from the data and analyses (and the extent to which the literature base may support or refute these conclusions.

6. List of References. The title of this section is List of References (centered without punctuation) at the 2-inch top margin. The references are single spaced with double-spacing between citations. A hanging indent (first line flush left) is preferred. An example is presented in Appendix C. Include in the reference list only those sources that are cited in the dissertation. All citations found in the text of the dissertation must be listed in the reference section.

DISSERTATION REGISTRATION

Doctoral students are expected to maintain continuous registration while engaged in research for the dissertation. The typical procedure is for the student to register for three semester hours of Dissertation Research (EDA 7919) during the semester of prospectus development (generally toward the completion of courses or immediately upon completion of courses and candidacy examinations). A minimum of 21 semester hours of dissertation credit (EDA 7980) must be accrued prior to graduation. If residency has not been satisfied, this requirement may be accomplished through two contiguous semesters of nine or more hours of dissertation credit. Candidates should also be mindful of the degree time limits as specified in the UCF Graduate Catalog.

Thesis and Dissertation Process

For general thesis and dissertation information, timeline for term of graduation, frequently asked questions, and most common errors to avoid, please download "Thesis/Dissertation Helpful Handouts" from the Forms and Files site, <http://www.graduate.ucf.edu/formsnfiles/>

IMPORTANT NOTE: Effective fall 2008, the dissertation chair must indicate completion of the Turnitin.com requirement by signing the **Review for Original Work** section on the Thesis and Dissertation Attachment form (see www.graduatestudies.ucf.edu, Forms and Files).

The following text is copied from the current online UCF Graduate Studies (<http://www.graduate.ucf.edu/pagegen/index.cfm?PageID=142>). **Please read the following information in its entirety for step-by-step instructions on the preparation and submission of your thesis or dissertation manuscript. Always refer to the current UCF Graduate Catalog for the most current information and requirements.**

Thesis and Dissertation Process

UCF encourages thesis and dissertation students to be proactive throughout the research process. Effective planning, awareness and use of resources and communication with department and university faculty and staff can greatly enhance the thesis or dissertation experience and document.

The overview below provides guidance as you build and complete your thesis or dissertation (ETD):

[Initial Preparation](#)
[University Format Requirements](#)
[Best Practices for Students Concerning Turnitin.com](#)
[Preparing for the Format Review](#)
[Format Review Process](#)
[Thesis or Dissertation Defense](#)
[Final Preparation and Submission](#)

Initial Preparation

- Review the manuscript organization and preparation requirements in the [UCF Thesis and Dissertation Manual](#)
- Watch the Office of Instructional Resources' [Microsoft Word Training Videos](#) and learn how to use Word styles. Styles will help you manage your document formatting, compile lists and make changes easily
- Review the other available resources for [Formatting the ETD](#) from the Graduate Students ETD website
- Attend a [workshop](#) on the ETD process by Graduate Studies (held each term)
- Attend a [workshop](#) on MS Word for ETD by the Office of Instructional Resources (held each term)
- Visit the [UCF Libraries and library website](#) to learn about free citation management software and other ETD resources
- Consult the [University Writing Center](#) to assist with global ETD planning and organization issues
- Ensure that you receive written copyright permission for any previously published items that you plan to use in your ETD. Such proprietary information includes long excerpts, tables, figures, photographs, and charts from previously published books or other print material, as well as "screen shots" or other images from copyrighted websites. If you are in doubt as to what material may need copyright permission, please contact the Editor at editor@mail.ucf.edu Include any copyright permission letters in an appendix of your ETD

University Format Requirements

- Your ETD should be submitted as a bookmarked Adobe PDF file. No paper copies are ever required
- Minimally, your ETD must include a properly formatted title page, abstract, table of contents (with page numbers), lists of figures and/or tables with page numbers (if used), body chapters, appendixes (if used), and a list of references
- All ETDs should be formatted according to the [UCF Thesis and Dissertation Manual](#). The T&D Manual is the authoritative guide for ETD formatting at UCF, and its requirements supersede any department, college or individual style guide preferences
- Official format approval from the university is an ETD and graduation requirement

Best Practices for Students Concerning Turnitin.com

As of the Fall 2008 semester, the university will require all students submitting a thesis or dissertation as part of their graduate degree requirements to first submit their electronic document through Turnitin.com for advisement purposes and for review of originality. The thesis or dissertation chair is responsible for scheduling this submission to Turnitin.com and for reviewing the results with the student's advisory committee (typically during the student's final semester). Please see the [Thesis and Dissertation Policies](#) page for comprehensive information about Originality and using Turnitin.com. Use the following information to guide you through the Turnitin.com review process.

- Follow the instructions your committee chair provides regarding best practices for scholarly writing and for using and documenting sources properly for your discipline
- Familiarize yourself with what “plagiarism” is and how to avoid it in your writing. The University Writing Center offers guidance on [Avoiding Plagiarism](#)
- Complete your writing early enough in your final semester to submit it to Turnitin.com and allow ample time for your committee chair and advisory committee to review the results and provide their comments to you. Your advisory committee must agree that your writing meets university requirements before your committee chair can sign the “Review for Original Work” section on the [Thesis and Dissertation Attachment](#) form, which is required as part of your final submission to the university for graduation certification.
- If your advisory committee requires revisions, complete these revisions in a timely manner and resubmit your document to your committee chair

Preparing for the Format Review

- Merge multiple Word files into a single document, as necessary
- Convert media files (if used) to acceptable file formats
- Scan or import any desired images, maps or other graphic materials into your document, as necessary
- Compile lists of tables, figures and a Table of Contents as required

- Make sure all headings and subheadings reflect appropriately in your document structure (View > Document Map)
- Double-check your document against the requirements in the [UCF Thesis and Dissertation Manual](#)
- Convert your master Word file into a PDF
- Test all links and make sure that all items converted as intended
- Compare your document to the Sample ETD
- Make any changes to your Word document and reconvert to PDF as necessary

Note: The [Office of Instructional Resources](#) is your best resource for issues related to Word styles, multimedia files and PDF conversions. The Thesis and Dissertation Office maintains a dedicated ETD grad assistant at OIR for one-on-one help, on an appointment-only basis.

Format Review Process

- Once you have properly formatted and created your bookmarked PDF, you may submit for a university format review
- While a majority of students submit near established university initial format review deadlines, you may submit for a format review anytime throughout the year
- ETD drafts are reviewed by the Thesis and Dissertation Office on a first-come, first-served basis, and normally take 2-5 business days to complete
- Failure to submit your ETD as a bookmarked PDF or follow the requirements in the [UCF Thesis and Dissertation Manual](#) will cause your ETD to be returned without being reviewed, and you will lose your place in the review order
- If your ETD is not accepted for an official review before the initial Format Review deadline in a given term, you will not graduate that term
- Once your ETD has been officially reviewed, you will receive formatting comments and changes via return e-mail
- Most students require an additional format review or reviews, after the initial review, to gain format approval. Regardless of the number of submissions needed, all students must receive university format approval
- As the format review does not cover content, students may submit in-progress manuscripts, with appropriate placeholders. However, it is unlikely that highly incomplete or partial drafts will receive final format approval
- You may submit your ETD for a format review in one of the following ways:
 - E-mail your PDF to editor@mail.ucf.edu
Please include "Format Review" in the subject line of the e-mail

- Save or burn your document to CD, disk, Zip disk or USB drive and deliver it to UCF Graduate Studies, Millican Hall 230. If you leave it, an e-mail address should be written directly on the disk or drive
- Submit your file to an online file-sharing site, like [YouSendIt](#), and e-mail the file location to editor@mail.ucf.edu
- Mail your CD or disk to:

Thesis and Dissertation Office
 UCF Graduate Studies
 PO Box 160112
 Millican Hall, Suite 230
 Orlando, Florida 32816-0112

If you would like your CD, disk or drive returned, please provide return postage

Thesis or Dissertation Defense

- Set a date for your defense with your adviser by the [university deadline](#). Notify your department and college staff of your plans and provide copy of your defense announcement, as you are required to announce the event
- Prepare a thesis or dissertation defense approval page, on regular paper, according to the appropriate template in the [UCF Thesis and Dissertation Manual](#) (Appendix B — Find your college and degree type)
- Submit a draft of the defense approval page to editor@mail.ucf.edu for review prior to your defense. If the approval page does not meet UCF guidelines, it will be returned to the student to correct the format and re-obtain all signatures
- Defend your thesis or dissertation by the [university deadline](#)
- Following your defense, have your adviser and committee members sign your approval page. Then take the form to your department's graduate office. They will direct or assist you as you obtain department and college administration signatures

Final Preparation and Submission

- Once you gain format approval, you will receive a set of instructions from the Thesis and Dissertation Office for completing the ETD process and graduation requirements, including the final upload
- Create your final PDF with all required formatting and content corrections. The final PDF and other approved files must be named according to the instructions in the [UCF Thesis and Dissertation Manual](#)
- Show your PDF to your thesis or dissertation adviser (as necessary)

- Discuss ETD release options with your adviser. You can choose to release the document immediately for access worldwide, restrict access of the document to the UCF community and patrons of its library for a period of one year, or secure the work for a period of six months for patent or proprietary purposes. After you have agreed on a release option, indicate this on the [ETD submission website](#) when you upload your PDF. If you choose to secure your ETD for patent purposes, you must contact the [Office of Technology Transfer](#) at 407-882-1136 and complete the appropriate paperwork
- Do not include the approval page in the final ETD. Do submit the approval page to the Thesis and Dissertation Office by the final [university deadline](#)
- All ETD requirements must be met by 5:00 p.m. on the final [university deadline](#) for the term that you intend to graduate. If you fail to complete graduation requirements, graduation will be delayed until the next term

PAGE CREATED: 08/02/2004 / LAST UPDATED: 05/07/2008

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FREQUENTLY ASKED QUESTIONS

1. *Where do I find a research problem or idea for my dissertation?*

Researchers find the genesis for their ideas and sources of inspiration in many areas. One of the more common origins is a question that emerges in one's professional practice. Often educators observe events, conditions, phenomena, practice, philosophies, programs, etc. that pique their curiosity. Another commonly cited derivation is the literature (journal articles, previous dissertations, commercial programs, professional publications, conference presentations, etc.) and your advisor. Almost all "good" research will contain a section that discusses the need for future study and investigation. After you have an idea, begin reading about the topic. You will likely expand and focus your concepts and questions; conversely, you may find the area presents many unexpected difficulties and is not suitable for a dissertation. You may even decide the topic is not as interesting as it once appeared. However one arrives at the topic, it is important to have a strong interest, but unbiased perspective, toward the research.

2. *Is an original topic or question essential?*

There are few topics that have not been the subject of some previous research. In fact, there is a strong argument for the dissertation not being completely original, groundbreaking research. After all, it is generally an individual's first experience in a major research endeavor. One of the criticisms of social science research is that the scholars in the fields do not execute enough replication of previous research and investigations. The refinement of a topic by more in-depth study of specific aspects of work previously performed may add to a more complete understanding of the topic and the ability to apply the research findings more effectively to practices.

3. *Can I conduct research in my own organization, school, or district?*

Yes, but you should proceed with caution and exercise great care. For example, suppose your district has invested considerable resources in a dropout prevention program. There may be political pressure to "prove" that the program was a judicious expenditure of resources. There may also be unexpected pressure from stakeholders, fears that the program will be terminated, concerns about use or misuse of data, and many other unanticipated tensions. Many professors routinely advise their doctoral students to avoid conducting their research in their own school or district. Posavac and Carey present an excellent discussion of the assets and liabilities related to internal program evaluation in their program evaluation text.

4. *What about cost considerations?*

If you are independently wealthy, you probably did not ask this question. For most doctoral candidates, however, the cost of the research is a significant issue, both in terms of time *and* money. In terms of time, dissertation research that proceeds from a well-designed and focused proposal should require no more than about one year. Many excellent dissertations have been completed and defended in two semesters. Research can be expensive, especially if travel is associated with data collection or there are extensive mailings (including return postage) of surveys to a large sample. If you determine that cost of research is a major factor, explore funding through a professional association, foundation, grant, or other external source. It is also recommended that you contact the College of Education Associate Dean for Graduate Studies and Research for sources of funding.

5. *How long should it take to complete my dissertation?*

Dissertation research that proceeds from a well-designed and focused proposal should require no more than about one year. Many excellent dissertations have been completed and defended in two semesters. The discipline and motivation of the candidate are the two variables that usually shape the answer to this question. Protracted dissertations tend to have a lower probability of completion.

6. *How are committee members selected?*

In general, there are several criteria that guide committee membership: (a) faculty members should bring interest and expertise in the topic; and (b) the members must be able to work together as a team. Of course, the college and university specifications regarding committee composition must be addressed. In the Educational Leadership program, the dissertation advisor (or co-advisor) is a member of the Educational Leadership faculty. Non-tenure track faculty members may not serve as chair, but may serve as a co-chair. The committee must contain (a) a minimum of four persons, one of whom holds his or her faculty appointment outside the Educational Leadership program area and (b) at least two members of the Educational Leadership faculty (including the advisor). An additional member (beyond the requisite committee composition) who is not a faculty member or is not an Associate Graduate Faculty member may be added if this individual has particular expertise or experience associated with the topic.

Candidates must work closely with their advisor in the selection of the committee as well as in all phases of the dissertation research. A recipe for failure is to try to fill the committee with persons who are perceived to be non-threatening or may not read and critique the work. This collection of “friends” will not offer the guidance and direction that are required for quality research.

7. *What is the expected length of the literature review?*

The requisite literature review will obviously depend on the topic, so the answer is “It all depends.” The review (usually Chapter 2 of the dissertation) is a cornerstone of the scientific method and provides the knowledge base upon which the entire study is built. It is not unusual for Chapter 2 to be in the range of 40 – 50 pages. If the candidate is not discovering a solid base of existing research and literature, perhaps the topic should be revisited. As any good research methods text will instruct, the review should be comprehensive, in-depth, up-to-date, well organized, clear, logical, and coherent. It is also helpful to include some synthesis and integration of the literature including literature that related to the research methodology utilized in the study.

8. *What are some of the common criticisms of dissertations?*

Paradoxically, doctoral candidates often select a topic that is beyond the scope of a typical dissertation; a suitable investigation might require more time and resources than would normally be available. In such a case, the candidate needs to focus and otherwise limit the scope of the investigation. In the other direction, a topic and/or procedure may be too simplistic. A faculty member once observed that a dissertation should be more than the result of a newspaper investigation or report. Somewhere between these two extremes is an acceptable area.

9. *Is the dissertation publishable and whose names are listed as authors?*

Publishing or presenting the results of one’s dissertation is appropriate and generally encouraged. The academic advisor can offer suggestions for publication or conferences where the material might be accepted. As to authorship, this is a personal decision. Often the author of the dissertation will co-author a publication or presentation with his or her advisor and/or committee members. A faculty member’s use of the dissertation as primary material for publication without the author’s permission is not appropriate or professionally acceptable.

10. *What is plagiarism?*

Plagiarism is the use of ideas or writings of another author and presenting them as one's own work. It is one of the more serious offenses in academe and *will not be tolerated*. Sometimes plagiarism is clear cut—the plagiarist used or quoted material from another author without permission or citation. Plagiarism, however, goes beyond quoting without a citation or permission. It extends to concepts and ideas that have been published. Copyright laws provide some definition and remedy for this matter, but the complexity in academe makes the issue more difficult (and serious). The Publication Manual of the American Psychological Association presents a discussion of this topic as well as other ethical issues. UCF’s policy on academic honesty is published in the Golden Rule.

A doctoral committee reserves the right to submit and/or all dissertation-related documents for review in regards to improper use of materials.

11. *How should one prepare for defense of the proposal and dissertation?*

The purpose of the proposal defense is to provide your committee an opportunity to ascertain that you have prepared an acceptable blueprint for your research. It also provides the members some insight into how well you really understand what you have written. This dialogue usually proceeds from questions related to the general topic, research questions and/or hypotheses, scope of the research, population and sample, instrumentation, validity and reliability, timelines, feasibility, and other related areas. Hopefully, by the time this meeting occurs, you have considerable expertise in the research topic area. Presumably, you have held intensive meetings with your advisor and have also discussed selected areas with your committee members. If so, there should be no major surprises.

Sometimes, the committee may determine, after their discussions, that the design of the study needs to be amended; the changes should be reflected in the revised proposal that is prepared in consultation with the advisor. Recall that this amended proposal should be filed with the College of Education Graduate Studies Office and the Educational Leadership Doctoral Coordinator.

12. *How should one prepare for defense of the dissertation?*

Preparation for the defense should not be a difficult task if the candidate has maintained close communications throughout the research process with his or her committee. As mentioned earlier, chapters should, in general, be delivered to the committee as they are completed via the advisor. This process helps insure the members that the advisor has read and approved the work. Feedback, modifications, question, etc. can be handled in a manageable fashion. It is important that you deliver a complete copy of the dissertation that reflects previous modifications and edits to the committee at least a week or more prior to the defense.

Advisors vary in their preference for the defense protocols and process. Typically, the candidate will offer a brief overview of the study and findings. This will be followed by questions from the members. While the defense is a “public” meeting, most advisors prefer that attendees be limited to faculty, colleagues, and students and discourage family members and friends from attending the formal meeting.

13. *Are there University requirements regarding protection of human subjects?*

Yes, UCF has a process for researchers to follow that involves the review of research protocols and procedure prior to the administration of instruments, experiments, surveys, etc. See you advisor for a more detailed explanation of this topic.

14. *Are there University rules regarding grades earned in the doctoral program courses?*

A student may earn a maximum total of six semester hours of " C " grades in the program of study. The final program of study may not contain unresolved Incomplete (" I ") 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 six semester hours of unsatisfactory grades (below " B " or unresolved " I " grades) in a specified graduate program of study is reason for reversion to nondegree status.

In addition, a student may not sit for comprehensive examinations if he/she has an outstanding Incomplete in a course.

APPENDIX A

PK-12 Ed.D. PROGRAM OF STUDY WORKSHEET

PK-12 Ed.D. PROGRAM OF STUDY WORKSHEET

NAME _____

PID _____

Date Admitted _____

Advisor _____

I. PREREQUISITES (<i>must be completed prior to enrollment in doctoral courses</i>)	SH	TERM	GR	COURSE SUBST	UNIV (if other than UCF)
EDA 6061 Org/Admin Sch	3				
EDA 6931 Contemp Issues	3				
EDA 6232 Leg Asp Sch Op	3				
EDA 6260 Ed Sys Pl/Mgt	3				
EDA 6240 Ed Fin Affairs	3				
EDA 6946 Admin Internship	3				
EDS 6123 Ed Supv Prac I	3				
EDS 6130 Ed Supv Prac II	3				
EDF 6481 Fdn of Grad Res	3				
II. CORE (15 sh)					
EDA 7192 Ed Leadership	3				
EDA 7195 Pol/Gov/Fin Ed	3				
EDA 7225 Ed Pers/Contr/Neg	3				
EDA 7205 Plan/Res/Eval/Sys	3				
EDA 7101 Org Theory in Ed	3				
III. COGNATE (6 sh min)					
IV. SPECIALIZATION (12 sh min)					
V. RESEARCH (9 sh min)					
EDF 6401 Stat for Ed Data	3				
EDF 7463 Anal of Qual Data	3				
EDF 7403 Quan Fdn of Ed Res	3				
VI. DISSERTATION (21 sh min)					
EDA 7980 Dissertation	3				
EDA 7980 Dissertation	9				
EDA 7980 Dissertation	9				

Total _____ (63 SH min)

Total Transfer hours _____ (9 SH post bac max)

EDUCATIONAL LEADERSHIP SPECIALIST DEGREE WORKSHEET

C0-REQUISITES	SH	Term	Grade	CourseSubst	Institution (If not UCF)
+EDF 6481 Fund Grad Res Ed	3				
+EDF 6401 Stat for Ed Data	3				
CORE (9 sh)					
*EDA 6946 Internship	3				
EDA 7101 Org Theory Ed	3				
EDA 6909 Research Report	3				
SPECIALIZATION (21 sh)					
*EDA 6061 Org/Adm Schools	3				
*EDA 6232 Legal Asp Sch Op	3				
*EDA 6240 Ed Finan Affairs	3				
*EDA 6260 Ed Sys Pl Mgmt	3				
*EDA 6931 Con Iss Ed Lead	3				
*EDS 6123 Ed Superv Prac I	3				
*EDS 6130 Ed Superv Prac II	3				
ELECTIVES					
EDG 6223 Curr Theory Org	3				
EDG 6253 Curr Inquiry	3				
EDA 6502 Org/Adm Inst Prog	3				
EDA 6300 Com School Adm	3				

Total _____ (required 36) Transfer hours _____ (9 max)

+Required if not completed in Master's Degree

*Required for modified core

APPENDIX B

DOCTORAL PROGRAM FORMS

University of Central Florida College of Education

Research Competency Confirmation

Student's Name: _____ Date: _____

PID#: _____

Program: Ed.D. ___ Curriculum & Instruction

___ Educational Leadership

Research competency may be demonstrated by examination or by two research faculty confirming competency by satisfactory completion of EDF 7403 and EDF 7463 taken Summer 2002 or later. If the student does not meet the following criteria, they will be required to demonstrate competency by examination.

- 1) **Both** EDF 7403 and EDF 7463 were enrolled in Summer 2002 or later
- 2) Satisfactory grades (B- or better) in both EDF 7403 and EDF 7463
- 3) The two courses EDF 7403 and EDF 7463 were taught by different UCF professors.

This form will then need to be filed by the Advanced Graduate Coordinator in Student Services. If competency is not confirmed in this manner, then the student will need to demonstrate competency by examination.

Student: I meet the above criteria: _____
Signature of student

Sem / Yr Grade Professor's Signature Date

EDF 7403				
----------	--	--	--	--

Sem / Yr Grade Professor's Signature Date

EDF 7463				
----------	--	--	--	--

University of Central Florida College of Education

DOCTORAL DISSERTATION COMMITTEE APPOINTMENTS

Name _____ Date _____

PID# _____ Program Major _____

Dissertation Topic _____

_____ Original Committee _____ Change in Committee

Reason for change _____

Committee Members: For doctoral students, the committee must consist of a minimum of three members from the college; one member from outside the college. COE committee members must be provisional, associate, or full members of the graduate faculty.

(Please print committee member's names) *Department Chair approval:*

1. _____ Committee Chair _____

2. _____ College of Education _____

3. _____ College of Education _____

4. _____ College of Education _____

5. _____ Outside COE

Committee approved by:

Advisor Date

Doctoral Program Coordinator Date

Associate Dean for Graduate Studies Date

This form must be signed and on file in the Office of Student Services before a student can register for dissertation hours.

University of Central Florida College of Education

PROSPECTUS APPROVAL/ADMISSION TO CANDIDACY

Name _____ Date _____

PID _____ College of Education Code 02

Program major _____ Code 0827 0829 Degree Ed.D

Tentative dissertation topic _____

This student is hereby certified as having met all requirements for admission to candidacy for the degree named above. Included among these requirements are the following:

- 1. Grade average of B or above
- 2. Last Candidacy Examination – Date _____

We have read and approve the prospectus and recommend admission to candidacy.

Committee Member

Committee Member

Committee Member

Committee Member (Outside COE)

Dissertation Advisor

Filed in the Graduate Studies Office and the Office of Student Services

Doctoral Program Coordinator Date

This form must be signed and on file with the Office of Student Services before a student can register for dissertation hours.

University of Central Florida College of Education

DISSERTATION PROPOSAL APPROVAL
Permission to Continue with Dissertation

Name _____ Date _____

PID _____ College of Education Code 02

Program Major _____ Code 0827 0829 Degree Ed.D

Working Title of Dissertation _____

This student is hereby certified as having met all requirements to continue dissertation research.
Date admitted to Candidacy _____

Committee Member

Committee Member

Committee Member

Committee Member (Outside COE)

Dissertation Advisor

Filed in the Graduate Studies Office and the Office of Student Services

Doctoral Program Coordinator Date

APPENDIX C

EXAMPLES OF REFERENCES

LIST OF REFERENCES

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