Ph.D. IN EDUCATION

SOCIAL SCIENCE EDUCATION
Program Handbook
http://education.ucf.edu/ssed

College of Education and Human Performance

School of Teaching, Learning, and Leadership
INTRODUCTION

Welcome to the Ph.D. program in Social Science Education at the University of Central Florida. This supplemental handbook is important to your success in the doctoral program in Social Science Education. It explains program policies and procedures, introduces you to services and provides useful information to assist you as you progress through the program. Keep it in a safe place where you can refer to it often.

The handbook does not repeat information contained in the UCF Graduate Catalog. Information needed as a graduate student in our program is contained in the Handbook and in the Graduate Catalog.

While written materials are helpful and should be referenced if needed, nothing can substitute for personal contacts. We strongly encourage you to work closely with your advisor so that careful and thorough planning can help prevent problems from arising. Do not hesitate to request help or information from staff from the Department of Teaching and Learning Principles, professors or the appropriate officials. You are the reason we are here.
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PURPOSE

The purpose of the Ph.D. in Social Science Education is to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year college, and/or research university). This program of study is most appropriate for educators who can create, analyze, and synthesize educational studies and for educators seeking employment in settings requiring a strong research base.

In contrast to the Ed.D., the Ph.D. program relies on doctoral students who progress through their program of study in cohorts and who are fulltime members of the learning community of the College of Education. A program of study that begins with a strong philosophical base, research seminars requiring one-on-one work with faculty members, cluster seminars requiring work with several faculty in interdisciplinary research projects, as well as the long-term mentoring that is built into the program through Supervised Internships will add to the scholarly synergy inherent in working toward a Ph.D. at the University of Central Florida.

SOCIAL SCIENCE EDUCATION FACULTY

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Dr. Russell earned his Ph.D. in Social Science Education from Florida State University. His research interests include methods for teaching social studies, teaching with film, and the history of social studies education.

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Dr. Waring earned his Ph.D. in Social Studies Education (with a minor in Instructional Technology) from the University of Virginia. His research interests include digital history, technology integration, and curriculum development.

ASSOCIATED FACULY

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Dr. Hewitt earned his Ph.D. from the University of Florida. His research interests include democratic education.
GOAL STATEMENT

The goal of the Doctor of Philosophy in Social Science Education is to prepare social science educators for successful careers in research and teaching. This program will assist students in providing options to careers in preparing social science teachers, teaching postsecondary social science (history, political science, economics, etc.), and conducting research activities in social science education. Doctoral students in the track engage in research activities with an interdisciplinary faculty, experiences internships, and interact with various social science educators and social science experts. Throughout this program, students are mentored by experienced and successful university social science education faculty.

PROGRAM OBJECTIVES

Reflective Practitioner:
1. Students will demonstrate the ability to personally reflect on their teaching, research and practice through analysis of their writing.
2. Students will demonstrate the ability to facilitate reflection in future teachers through teaching, preservice workshops, or related assignments.

Teaching:
1. Students will develop and administer lesson plans in a classroom setting.
2. Students will be able to deliver workshops and training sessions.
3. Students will design syllabi for appropriate teacher education courses.
4. Students will show knowledge of and utilize technology in the classroom.

Research:
1. Students will show knowledge of and the ability to conduct qualitative research projects relevant to social science education.
2. Students will show knowledge of and the ability to conduct quantitative research projects relevant to social science education.
3. Students will show knowledge of and the ability to conduct survey research projects relevant to social science education.
4. Students will demonstrate ethical conduct in research.

Professional Identity and Service:
1. Students will show evidence of involvement in college, university, local, state, regional or national professional organizations.
2. Students will become members of the COE learning communities as well as relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
3. Students will show evidence of knowledge of ethical issues in social science teacher education.
ADMISSION REQUIREMENTS & PROCEDURES

Eligibility for admission to a doctoral program should be limited to superior students who have demonstrated intellectual ability, high achievement, and adequate preparation for advanced study and research in a chosen field. Minimum university standards for admission to a doctoral program may be found in the UCF Graduate Catalog. The following is specific admissions requirements for acceptance into the doctoral program in Social Science Education.

ADMISSION REQUIREMENTS: Ph.D. – SOCIAL SCIENCE EDUCATION

1) A competitive GRE score.
2) A 3.0 GPA or higher on a 4.0 point scale (or its equivalent on another computational scale) for all graduate work completed prior to application.
3) A Baccalaureate Degree and Graduate Degree from an accredited institution.
4) Relevant Experience
5) Three letters of recommendation
6) Current Resume/Vita
7) Writing sample
8) Letter of Intent

Exceptions to the above requirements are made only in very special cases where sufficient evidence is presented to warrant consideration. In such cases, the applicant must submit a letter of petition, accompanied by supporting evidence, to the Social Science Education Coordinator/Committee, which will review the petition and make a decision. The faculty may require an interview, additional testing, or remedial work for the applicant. A report for each case will be included in the applicant's application folder and will document the reasons for denial or for waiver of the criterion.

All applicants will be notified in writing as to acceptance or rejection from admission into the Ph.D. in Social Science Education Track.

MANDATORY ATTENDANCE

All students accepted into the Social Science Education doctoral program must attend the Ph.D. Orientation held at the beginning of their first semester. It is mandatory that all newly admitted students attend this orientation. Information presented at the orientation will include the following:
1. Objectives required for successful completion of the program.
2. Subject matter to be covered and general time frames for consideration.
3. Training components that encourage self-growth or self-disclosure as part of the training process.
4. The type of settings and requirements for required internship experiences.
5. Student evaluation and dismissal policies and procedures.
7. Receipt of the handbook and supplemental handbook as acknowledged by student signature.
Ph.D. SOCIAL SCIENCE EDUCATION PROGRAM PREREQUISITES
Students must complete or have completed the following prerequisite areas for the Ph.D. program in Social Science Education:

- Master’s degree in Social Science Education or related field of study
- Relevant Social Science Education Coursework
- Mastery of content area/s
- SSE 6636 - Contemporary Social Science Education (3 Hours)
- SSE 5790 - Inquiry and Instructional Analysis in Social Science Education (3 Hours)
- EDF 6401 - Statistics for Educational Data PR: EDF 6481 (3 Hours)

MINIMUM REQUIREMENTS OF THE Ph.D. IN SOCIAL SCIENCE EDUCATION
The Ph.D. in Social Science Education will require a minimum of 69 hours of study beyond the Master's degree. Based on the students’ previous graduate coursework, students may be required to complete additional graduate education courses and/or graduate content courses above the minimum requirements.

PROGRAM OF STUDY – Ph.D. IN SOCIAL SCIENCE EDUCATION

Ph.D. Core Courses — 24 Credit Hours

- IDS 7501 Issues and Research in Education (3 credit hours)
- IDS 7500 Seminar in Educational Research (variable credit and repeatable, 6 credit hours)
- EDF 7475 Qualitative Research in Education (3 credit hours)
- EDF 7403 Quantitative Foundations of Educational Research (3 credit hours)
- EDF 7463 Analysis of Survey, Record and Other Qualitative Data (3 credit hours)
- IDS 7502 Case Studies in Research Design (3 credit hours)
- IDS 7938 Research Cluster Seminar (3 credit hours) or Research elective

Social Science Education Specialization – 21 Credit Hours Minimum

- SSE 7740 History of Social Studies Education Seminar (3 credit hours)
- SSE 7796 Research in Social Science Education Seminar (3 credit hours)
- SSE 7797 Content and Program Analysis in Social Science Education (3 credit hours)
- SSE 7700 Critical Issues in Social Studies Teacher Education (3 credit hours)
- SSE 7947 Internship in Social Science Education (3 credit hours) (May be repeated)
- Social Science Education (SSE) Electives (6 credit hours; must approved by advisor)

Dissertation—24 Credit Hours Minimum

- SSE 7980 Dissertation

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present to the dissertation committee, and defend the final research submission with the dissertation committee.
COURSE SEQUENCE FOR Ph.D. IN SOCIAL SCIENCE EDUCATION

EVEN YEAR ADMISSION

YEAR ONE

Fall Semester (9 Hours)
IDS 7501 - Issues and Research in Education (3 Hours)
EDF 7403 - Quantitative Foundations of Educational Research (3 Hours) PR: EDF 6401
*EDF 6401 – Statistics for Educational Data (3 Hours)
* SSE 5790 - Inquiry and Instructional Analysis in Social Science Education (3 Hours)
* SSE 6636 - Contemporary Social Science Education (3 Hours)

Spring Semester (9 Hours)
IDS 7500 - Research Seminar in Education (3 Hours)
SSE 7797 – Content and Program Analysis in Social Science Education (3 Hours)
SSE xxxx – Social Science Education (SSE) Elective (3 Hours)

Summer Semester (6-9 Hours)
SSE 7700 – Critical Issues in Social Studies Teacher Education (3 Hours)
SSE xxxx – Social Science Education (SSE) Elective (3 Hours)

YEAR TWO

Fall Semester (9 Hours)
EDF 7475 - Qualitative Research in Education (3 Hours)
IDS 7500 - Research Seminar in Education (3 Hours)
EDF 7463 - Analysis of Survey, Record, and Other Qualitative Data (3 Hours)

Spring Semester (9 Hours)
IDS 7938 - Research Cluster Seminar or Research Method Elective (3 Hours)
IDS 7502 Case Studies in Educational Research Design (3 Hours)
SSE 7796 – Research in Social Science Education Seminar (3 Hours)

Summer Semester (3-9 Hours)
SSE 7947 – Internship in Social Science Education (3-9 hours)
SSE 7740 – History of Social Studies Education (3 Hours)

YEAR THREE

Fall Semester (12 Hours or variable)
7980 Dissertation (12 Hours or variable)
It is expected that students would complete the comprehensive exam in late spring or summer of year 2. It is also expected that students will develop their committees and hold their formal dissertation proposal meeting by summer year 2 and/or early fall year three.

Spring Semester (12 Hours or variable)
7980 Dissertation

Summer Semester (Hours as needed)
7980 Dissertation

*Indicates optional course if needed

Note: IDS 7500 Research Seminar in Education and IDS 7938 Research Cluster Seminar are taken as variable credit in conjunction with collaborative research projects with a faculty member or team of researchers.

COURSE SEQUENCE FOR Ph.D. IN SOCIAL SCIENCE EDUCATION

ODD YEAR ADMISSION

YEAR ONE

Fall Semester (9 Hours)
IDS 7501 - Issues and Research in Education (3 Hours)
EDF 7403 - Quantitative Foundations of Educational Research (3 Hours) PR: EDF 6401
*EDF 6401 – Statistics for Educational Data (3 Hours)
* SSE 5790 - Inquiry and Instructional Analysis in Social Science Education (3 Hours)
* SSE 6636 - Contemporary Social Science Education (3 Hours)

Spring Semester (9 Hours)
SSE 7796 – Research in Social Science Education Seminar (3 Hours)
IDS 7500 - Research Seminar in Education (3 Hours)
SSE xxxx – Social Science Education (SSE) Elective (3 Hours)

Summer Semester (6-9 Hours)
SSE 7740 – History of Social Studies Education (3 Hours)
SSE xxxx – Social Science Education (SSE) Elective (3 Hours)

YEAR TWO

Fall Semester (9 Hours)
EDF 7475 - Qualitative Research in Education (3 Hours)
IDS 7500 - Research Seminar in Education (3 Hours)
EDF 7463 - Analysis of Survey, Record, and Other Qualitative Data (3 Hours)

**Spring Semester (9 Hours)**
- IDS 7938 - Research Cluster Seminar or Research Method Elective (3 Hours)
- IDS 7502 Case Studies in Educational Research Design (3 Hours)
- SSE 7797 – Content and Program Analysis in Social Science Education (3 Hours)

**Summer Semester (3-9 Hours)**
- SSE 7947 – Internship in Social Science Education (3-9 hours)
- SSE 7700- Critical Issues in Social Studies Teacher Education (3 Hours)

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**YEAR THREE**

**Fall Semester (12 Hours or variable)**
- 7980 Dissertation (12 Hours or variable)

It is expected that students would complete the comprehensive exam in late spring or summer of year 2. It is also expected that students will develop their committees and hold their formal dissertation proposal meeting by summer year 2 and/or early fall year three.

**Spring Semester (12 Hours or variable)**
- 7980 Dissertation

**Summer Semester (Hours as needed)**
- 7980 Dissertation

*Indicates optional course if needed

Note: IDS 7500 Research Seminar in Education and IDS 7938 Research Cluster Seminar are taken as variable credit in conjunction with collaborative research projects with a faculty member or team of researchers.
EXPLANATION OF PROGRAM OF STUDY AND CURRICULAR EXPERIENCES

Curricular experiences designed to develop an area of professional expertise.

Most students accepted into the Ph.D. program in social science education come to their program of study with various areas of expertise and various areas of interest. In addition to providing coursework that helps students develop areas of expertise, each doctoral student will be working with one or more professors to perform research within the professor’s particular field of study. By working with professors, students may discover or expand their areas of expertise. The various tracks are designed in an innovative sense to allow students to cross over and learn from the other fields of study while maintaining the rigor and expertise within their own track.

In addition doctoral students collaborate with program faculty in teaching, research, professional writing, and in providing service to the profession and the public.

Doctoral students collaborate with faculty in the following ways:

1. Students are required to co-teach or teach (under supervision) undergraduate or graduate level courses in social science education.
2. Students may be required to supervise undergraduate/graduate student teachers.
3. Most of the students’ graduate assistantships are for working with faculty’s research projects. All students are encouraged to work with program faculty on various research projects.
4. Students are required to submit a publishable paper to a refereed journal prior to graduation. Throughout their coursework, students are encouraged to write and submit publishable papers both individually and in collaboration with program faculty or with other doctoral students.
5. During the program, students are required to submit at least one proposal for a presentation at a state, regional, or national conference. Students are encouraged to attend and present at many of these conferences, and are frequently co-presenters with faculty. In addition, students are encouraged to provide service to the local community by offering preservice or in-service trainings at schools or workshops at local agencies.
ADDITIONAL PROGRAM REQUIREMENTS

A) Filing a Program of Study Form: The program of study (or required course work) has been carefully specified by the social science education faculty and approved by the College and UCF as well as the Board of Trustees. The particular plan of study which includes both requirements and electives will vary from student to student and will be formulated jointly by the student and their doctoral committee/advisor. Changes in the program of study may be made with the approval of the chair/advisor and the social science education track coordinator. The program of study form should be filed during the first year with the Office of Student Affairs.

B) Maintenance of an overall GPA of 3.0 is a requirement to remain in the program, and to take comprehensive exams. Otherwise students are placed on probation for one semester to improve or otherwise be dismissed. Consult university policy in regard to funding or tuition waivers and GPA requirements. Consult the UCF Graduate Catalog for more information.

C) Time Limitations on Degree Completion: Students have seven years from the date of admission to the doctoral program to complete the dissertation. The social science education track coordinator may determine the time frame for acceptance of transfer credits that may be used in the program of study.

D) Residency Requirements: Each student shall complete at least two contiguous resident semesters in full-time graduate student status during the first two semesters of study. Fall of the first semester must include IDS 7501 and EDF 7475. It is highly recommended that students maintain full-time study for the duration of their degree program. "Full-time" for doctoral programs in the College of Education and Human Performance is defined as being enrolled for a minimum of nine hours per semester, and a minimum of six hours in the summer. More importantly, research indicates that students who immerse themselves in full time study with faculty tend to be more successful in completing their graduate training and experience greater success in their faculty positions. Some tracks require full time study for the duration of the degree.

A) Continuous Enrollment: Students who do not maintain continuous enrollment (missing enrollment at the university for a period of two major semesters [spring/fall], excluding summers) must file for readmission to the university, although seven-years is measured from when the student was first admitted to the program. To file for readmission, contact the Office of Graduate Studies. Readmission decisions are individually made, based on such factors as space in the program, reasons for the break in graduate education, progress in the degree program, among others. Doctoral students admitted to candidacy must continuously enroll in three hours of dissertation course work each semester until the dissertation is completed.

B) Dissertation Committee Selection Process

Selecting a Dissertation Advisor:

Your dissertation advisor may or may not be the same person as your program advisor. Your dissertation advisor should be a College of Education faculty member who is qualified to direct dissertations and is appropriate to the student’s educational track. There are several reasons why your dissertation advisor and program advisor may not be the same person:

A. You and your program advisor do not have the same research interests.
B. You and your program advisor have personality differences, which would make working together on a dissertation a difficult task for both of you.

C. Your program advisor may not be approved by the department chair or the Ph.D. Coordinator to direct a dissertation because of current load and responsibilities.

Selecting a Dissertation Committee:
Once you have a dissertation advisor, you will select a dissertation committee. Your dissertation committee will include a minimum of four faculty members, one of whom must be a faculty member from outside your program track. The selection of your committee members is a joint decision made by you and your dissertation advisor. Committee members are generally selected because of their research interests and expertise. Once you and your dissertation advisor have discussed your options, you are responsible for contacting the individual faculty members to see if they are willing to serve on your committee.

After you have their consent, you should file the Dissertation Committee Appointments Form with the Doctoral Studies Office. This form requires that you list the names of your committee members and get approval (initials indicating approval) of the department chair (s) for the faculty serving on your committee. The committee must also be approved by the Ph.D. Program Coordinator.

Your topic choice drives the selection considerably, but so does your ability to work with people. Who have you worked with well in the past? For you, what are the most important characteristics of an advisor/committee? Who do you know that fits some or all of those characteristics? Sometimes you have limited choices available for your committee. Flexibility is important in these scenarios. Interdisciplinary topics may require more committee members from more than one department or college. All members vote on acceptance or rejection of the dissertation proposal and final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.

C) Internship Hours: Depending on the student’s experiential background, the program of study requires three to six variable credit hours of supervised internships. Often social science teachers seeking the Ph.D. have served as successful supervising teachers to undergraduate interns. If this is not the case, the advisor may seek to have the doctoral student take three credit hours to serve as a supervised internship coordinator at the university level. Additionally, students interested in long-term goals related to research, may want to use the variable credit hours to accumulate a minimum of 250 hours as a supervised intern working for an educational researcher. Most likely, since our doctoral students’ career goals will align with the professoriate, students will be required to teach one university course with supervision and feedback from an established professor. The advisor/program coordinator will determine the kind of internship and the number of semester hours needed. These internship experiences are highly valued and set the candidate apart from other applicants as they seek employment at the college and university level.

D) Doctoral Comprehensive Exams: Eligibility to continue a doctoral program should be limited to superior students who have demonstrated intellectual ability, high achievement,
and adequate preparation for advanced study and research in the field of social science teacher education as evidenced by successful completion of the doctoral comprehensive qualifying examination. The decision to allow a student continuing progress toward a doctorate is made by the student’s committee and the Ph.D. in Social Science Education track coordinator as well as the Dean of the College of Education. Each track has specific requirements for the successful completion of the comprehensive exams which are generally taken in the second year of the program of study. Upon admission to graduate study in Social Science Education, students must qualify for admission to doctoral candidacy by successfully completing the doctoral comprehensive exams. A letter stating no areas of deficiency exist based on the exam and successful completion or a letter stating denial of candidacy/remedial recommendations will be placed in each student's file or a form with all signatures of the Advisory Committee will be submitted to Office of Graduate Studies. Students must complete all master's degree level prerequisite courses and satisfy all remedial recommendations based on the diagnostic examination prior to completion of the qualification process. Written evidence of completion of these requirements must be supplied by the student and attached to the appropriate application for approval.

E) Students are required to co-teach or teach (under supervision) undergraduate or graduate level courses in social science education.

F) Students are required to submit a publishable paper to a refereed journal prior to graduation. Throughout their coursework, students are encouraged to write and submit publishable papers both individually and in collaboration with program faculty or with other doctoral students.

G) During the program, students are required to submit at least one proposal for a presentation at a state, regional, or national conference. Students are encouraged to attend and present at many of these conferences, and are frequently co-presenters with faculty. In addition, students are encouraged to provide service to the local community by offering pre-service or in-service trainings at schools or workshops at local agencies.

DOCTORAL COMPREHENSIVE EXAMINATION PROCESS (Candidacy Exam)

To enter candidacy for the Ph.D., students must have an overall 3.0 GPA on all graduate work in the program and passed all required examinations. The purpose of the Candidacy Examination is for the student to demonstrate knowledge of the field, including theory, bibliography, and research methodology. Examinations must be completed prior to admission to candidacy. The student and major adviser will schedule examinations. The Associate Dean for Graduate Studies and Research must be notified of the date and location of the exam 30 days in advance. All Ph.D. candidates will be required to complete two examinations:

• Research in the Specialization – 8 hour written examination.
• Specialization – 3-hour oral examination.

This should typically take place at the end of the second year in late Spring or early Summer. Prior to admission to candidacy, the student must complete the comprehensive examinations at a satisfactory level. “Intention to take comprehensives” form should be completed and turned in to his/her advisor no later than the end of add/drop period during the semester in which the student anticipates taking comps. Before midterm, the student will have put together a committee of
three professors to supervise and evaluate the comprehensive process. This committee will likely form the nucleus of the student’s dissertation committee in the future. Students will complete the Comprehensive Committee Form for turn in to their advisor and to the Graduate office.

OTHER PROGRAM INFORMATION

APPLICATION FOR INTENT TO GRADUATE
Doctoral candidates should file an Intent to Graduate form with the Office of Student Affairs by the last day of registration for the semester of graduation. If the student does not graduate in that semester, a new form must be filed at the beginning of registration for the semester of anticipated graduation.

THE UCF GOLDEN RULE
It is recommended that students obtain a copy of the UCF Golden Rule Handbook. This handbook contains all of the university policies that govern student conduct at UCF.

DISMISSALS FROM THE PROGRAM
It is the general policy of the doctoral program in the Social Science Education Program to recommend to the Graduate Dean that students who have earned more than two grades of C or lower be dismissed from the program.

Students may be dismissed for overt violations of current Ethical Codes and Standards of Practice or for "personal unsuitability for the profession." Examples of behavior which would lead the faculty to professionally judge a student "personally unsuitable for the profession" include, but are not limited to:

- consistent inability to assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation,
- consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills,
- consistent inability to work as a team member, or
- consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the student's self-understanding, self-analysis skills and interpersonal skills.

PROCESS OF EVALUATION AND/OR DISMISSAL
All students are routinely evaluated by the entire faculty by process called the Continuous Evaluation Process. Students are evaluated on clinical, professional, and interpersonal functioning. The process of evaluation is as follows:

- A faculty member who is concerned about the behavior or performance of a student completes a Continuous Evaluation Form. This form is kept in the student's file.
- The Social Science Education faculty as a whole will meet to review the Continuous Evaluation Form and discuss the concerns of the reporting faculty member.
- Out of this discussion, three options are considered:
1. No recommendations are made to the student.
2. Student is recommended for remediation (to be determined by the faculty).
3. Student is recommended for dismissal from the program.

- If options 2 or 3 are decided upon, a meeting is scheduled with the student. This meeting may include the entire selection committee or the student's advisor. Faculty's concerns and recommendations are clearly explained to the student. The student will be allowed to discuss his or her thoughts, feelings, and reactions.

- Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. It will also include a statement to the effect that a failure of remediation may result in dismissal from the program. (This constitutes "due process" - the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)

- If there is insufficient improvement within the specified time period, the student will be so advised and given a period of time (2 weeks) to prepare her/his case for rebuttal.

- If the decision is for dismissal, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision. The student will be offered an opportunity to facilitate his/her change into another more appropriate area through career counseling available at the UCF Counseling & Testing Center.

- The committee and/or the student are free to consult with other faculty, professionals or perhaps the campus attorney to assist in making a more objective, informed decision.

- Results of all meetings and consults will be documented and kept in the student's confidential file.

- The student may choose to comply with recommendations or use the appeals process already in place at the university.

**APPEALS PROCESS**
Students may appeal grades or dismissal from the program by following the "Appeals Within the Disciplinary Process" section of UCF "The Golden Rule: Handbook for students".

**UNIVERSITY COUNSELING AND TESTING CENTER**
The University Counseling and Testing Center (Recreational Services Building, Room 203) offers a professional staff of psychologists and counselors to assist students through educational, vocational, and career counseling; and personal, social, relationship, marriage and family counseling. The Center presents special programs throughout the year, including training in
relaxation and coping skills, self-hypnosis training, stress reduction training and group psychotherapy. All Center services are free to UCF students.

FINANCIAL AID INFORMATION
Limited financial aid opportunities in the form of grants, loans, assistantships and fellowships, are available for graduate students. Students should apply for all assistance programs that interest them. More than one award is sometimes possible. For more detailed information, check with the UCF Financial Aid Office. Check with your advisor or other faculty members in the Department of Teaching and Learning Principles for employment possibilities associated with grants or graduate assistantships.

INDEPENDENT STUDY
Students who wish to request an independent study may submit a letter of petition to their faculty advisor. The advisor will approve or make recommendations based on input from other faculty. Students are allowed a maximum of two independent studies during their program of study.

CREDIT BY EXAMINATION
A student currently enrolled at UCF may pass a specially prepared challenge examination and receive credit for a University course without having to do the normal course work. Students should contact the program coordinator to request administration of an examination. However, it is rare that it would be appropriate to award credit by examination for many requirements at the doctoral level. The decision to offer an examination is the prerogative of the program coordinator. If authorized, the student must pay the fee for credit by examination and bring the receipt payment to the examination. Credit by examination will be indicated on the transcript, but no grade points will be awarded. Failure incurs no credit or grade point penalty.

TRANSIENT STUDY
Courses undertaken by UCF students at other accredited institutions may be transferred to the University subject to the following regulations:

1. The University is not obligated to accept any credit from another institution unless the student has obtained prior approval of the department in which she/he is enrolled and the Dean of the Graduate School. A Graduate Transfer Credit form should be completed and filed in the Registrar's Office.

2. No transfer credit will be accepted below B level.

3. The student must request that an official transcript be mailed to the Registrar's Office upon completion of the course. The Graduate Transfer Credit form for this purpose is available in the Registrar's Office.

TRANSFER CREDIT FROM OTHER INSTITUTIONS
Transcripts are evaluated in the Graduate Admissions Office and results are provided to the applicant and to the department offering the graduate program. Determining the applicability of transferred credits to graduate program requirements is the responsibility of the department offering the program. General rules governing transfer credit:
1. At the time of acceptance into the Social Science Education Program up to nine transfer hours of credit may be accepted from another accredited institution upon approval of the student's advisor and the Dean of the Graduate School.

2. The grade in any course accepted for transfer credit must be the equivalent of that awarded for outstanding (A) or satisfactory (B) work as defined by UCF.

3. Courses accepted for transfer are subject to the same time limitation as courses taken in residence.

4. To be considered for transfer credit, courses must have been undertaken at a regionally accredited institution.

5. Courses in which credit is accepted must be appropriate for approved University programs and curricula in which the student is enrolled.

**JOB PLACEMENT**
The UCF Career Placement Office assists students in looking for professional positions as they near graduation. Be advised that, in general, institutions do not hire their own doctoral students as tenure-track assistant professors. Students should tell all of their professors if they are looking for a position. Many job leads are passed informally to professors. If faculty members know students are searching, they will assist students in any way possible. Other sources students may use in their job search include the *Chronicle of Higher Education* and *Higher Education Jobs*, which both can be found online.

**COMMITMENT**
The Social Science Education program believes that individual mentoring is an important part of a Ph.D. Program in Social Science Education. As such, the faculty will be available for you to work closely with them in teaching, research, supervision, advocacy and service. It is important that you are available to work with the faculty if you wish to get the most out of both the formal and informal learning opportunities in your doctoral program. Because the demands on your time during this intense process are great it is very important to do a thorough self assessment. Do I have the time and resources I need to successfully complete the program? Are my interpersonal relationships with family and friends such that they will not be overly stressed by my emersion into doctoral study? Interpersonally, am I in a place in my life to devote the time and effort that will be needed to grow academically and professionally in this experience? Do I have the appropriate exercise/meditation/religious/spiritual regimens to deal effectively with self-care and support? Do I have a support system or the skills to develop a support system needed for undertaking this quest?

The faculty is both supporting and demanding. If you are going to devote the time and resources needed for three years we want to insure that you are successful. We are committed to your success. Commitment is defined as “Something that takes up time and or energy, especially an obligation.” We look forward to spending a great deal of time and energy working, learning, growing and laughing together with you over the next three years. We are committed to supporting your growth...
and development as a social science educator and we look forward to the time after graduation that we work together as colleagues in the field.
I, ______________________, have read the Doctoral Student Handbook on the Social Science Education Program. I agree to abide by the policies, procedures and ethical standards of the Social Science Education program stated in this handbook.

__________________________________________
Student Signature

________________________
Date