University of Central Florida
College of Education and Human Performance

Ed.D. Education
Program Handbook

for students admitted Fall 2015

Updated July, 2015
Dear Ed.D student,

Welcome to the Ed.D. in Education at the University of Central Florida. We at the College of Education and Human Performance are looking forward to helping you further your professional development. This handbook will be your guideline throughout the program. This handbook is intended to serve as a description of specific requirements, responsibilities, procedures, deadlines, and expectations essential to your success in the program.

By entering this program you are committing to a goal of excellence in your field of study. You are joining an intellectual community where students and faculty work together to advance our understanding and knowledge. For the next three years, you will be engaged in formal learning activities designed by the faculty specifically for your development and preparation to enable you to be prepared to engage in solving persistent, complex problems of practice in authentic settings. While these formal learning activities are essential to your development, the faculty has also designed the program to include many opportunities for informal learning. The signature pedagogy for both formal and informal learning opportunities is the mentoring process. To take advantage of these opportunities it is expected that students will immerse themselves in the culture of the academic environment.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Dear Ed.D student</td>
<td>2</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>ORGANIZATIONAL CHART</td>
<td>5</td>
</tr>
<tr>
<td>ROLES AND RESPONSIBILITIES</td>
<td>6</td>
</tr>
<tr>
<td>Student:</td>
<td>6</td>
</tr>
<tr>
<td>Faculty Advisor:</td>
<td>6</td>
</tr>
<tr>
<td>Student Services:</td>
<td>7</td>
</tr>
<tr>
<td>Program Coordinator:</td>
<td>7</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>7</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>7</td>
</tr>
<tr>
<td>Admission requirements:</td>
<td>8</td>
</tr>
<tr>
<td>In addition, students are expected to develop professional habits that reflect leadership and expertise. This is accomplished by professional reading, participation and presentation at professional conferences and services hours to the local community.</td>
<td>9</td>
</tr>
<tr>
<td>Concentration Area</td>
<td>11</td>
</tr>
<tr>
<td>Milestones</td>
<td>11</td>
</tr>
<tr>
<td>Dissertation in Practice</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>GENERAL PROGRAM POLICIES</td>
<td>11</td>
</tr>
<tr>
<td>Continuous Attendance</td>
<td>11</td>
</tr>
<tr>
<td>Time Limitation</td>
<td>11</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>12</td>
</tr>
<tr>
<td>GPA in Program of Study</td>
<td>12</td>
</tr>
<tr>
<td>Maximum Hours of Unsatisfactory Grades</td>
<td>12</td>
</tr>
<tr>
<td>Appeals Process</td>
<td>12</td>
</tr>
<tr>
<td>FINANCIAL SUPPORT</td>
<td>13</td>
</tr>
<tr>
<td>Student Financial Assistance Office</td>
<td>13</td>
</tr>
<tr>
<td>Financial Aid Information</td>
<td>13</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>13</td>
</tr>
<tr>
<td>Please refer to New Student Checklist for Graduate Students at:</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT SIGNATURE PAGE</td>
<td>14</td>
</tr>
</tbody>
</table>
INTRODUCTION

In general, the graduate catalog outlines the policies and procedures that list your responsibilities as a graduate student at the University of Central Florida. These policies provide the guide for your rights and responsibilities as you pursue your program of study. The basic requirements for the degree program you have entered are outlined in the graduate catalog. All policies regarding your program of study and procedure for obtaining your degree are available at http://www.graduate.ucf.edu/. In any case where there is conflicting information between any written material and the graduate catalog, the graduate catalog provides the authoritative information.

The Doctor of Education (Ed.D.) program is a professional practice doctorate. It is problem-based and designed for experienced and practicing professionals who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, social service agencies, military or business settings. The program builds that expertise from a core of courses in learning, development and motivation; data and accountability, leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisors who will support their concentration area. All students in the program will be expected to complete two Laboratory of Practice experiences.

MISSION STATEMENT

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

Dean of Education
Dr. S. Carroll

Associate Dean for Research and Graduate Studies
Dr. Rosemarye Taylor

Director of Student Services
Andrea Withington

Advanced Graduate Coordinator
Leah Mitchell

Director of Doctoral Programs
Dr. E. H. "Mike" Robinson

Ed.D. Program Coordinator
Dr. Thomas Vitale
ROLES AND RESPONSIBILITIES

Applicant:
• Verify with the Office of Graduate Studies that all necessary forms (Application, Goal Statement, Resume, Memorandum of Understanding and Letters of Reference) for admissions have been completed by the deadline.

Student:
• Attend a mandatory orientation session at the beginning of the program.
• Meet with his or her faculty advisor to plan the program of study in the initial semester of the program.
• Make a commitment and show dedicated efforts throughout the program, including consistent attendance and participation in cohort activities.
• Maintain registration throughout the program.
• Attend to forms and paperwork required throughout the process in a timely and professional manner.
• Select a dissertation in practice committee prior to admission to candidacy.
• Maintain consistent and professional communication with advisor(s), graduate program coordinator, and student services, especially regarding changes to contact information including current e-mail addresses.
• Conform to principles of academic integrity and professionalism; in particular, to acknowledge assistance, material, and/or data provided by other scholars, including fellow students.

Faculty Advisor:
The main responsibility of a student’s faculty advisor in our graduate programs is to serve as a student’s academic program advisor in helping select a program of study (select a set of courses) that will best serve his/her long-term objectives. To achieve this goal, the following are a set of advisor responsibilities that will help our students to be successful in completing our graduate programs.
• Meet with an advisee at least one time during their program—preferably during their first year. Although students will be given a suggested course sequence for their particular course of study, a student may want to speak with an advisor about a general plan of study for their particular career.
• Serve as a mentor and engage in discussion with the student that helps to clarify professional goals and curriculum plans.
• Provide guidance on specialization courses and internships. If the student is not an advisee, faculty needs to redirect students to their assigned faculty advisor for these specific tasks.
• Meet with and monitor students who are on probation, and to provide approval for registration if they are check-listed.
Student Services:
- Answer general questions about course offerings, programs of study, forms, requirements, and other questions not answered in the handbook.
- Respond to reasonable requests that individual faculty may have regarding their advisees. This may include requests to run student audits or other types of support that student services can provide to faculty in their advising roles.

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

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

FINANCIAL AID
The Office of Graduate Financial Assistance assists the university in attracting and enrolling high-quality graduate students by providing competitive financial packages (fellowships, assistantships, and/or tuition assistance) and guiding students through graduate student financials as they plan their graduate study and attend UCF.

Graduate Financial Assistance assists students in applying for fellowships and in identifying other sources of financial support for graduate study. The Office of Graduate Financial Assistance also oversees graduate tuition support and financial processing for fellowships.

ADMISSIONS
The Office of Graduate Admissions and Student Services helps to guide students through the graduate application and admissions processes. This office also works with the graduate programs, colleges, and graduate students, and provides academic services to current students from the time they are admitted until they graduate.
All students admitted to the Ed.D. in Education must have completed an earned Master’s degree in a related field from an accredited institution.

Admission requirements:

☐ **Goal statement**
  The goal statement should clearly convey the applicant's intended areas of specialization, professional experience, and professional goals after completion of the program. The admissions committee will review the goal statement to determine whether the Ed.D program is the right match for the applicant. In addition, as a sample of the applicant's writing ability, the goal statement should be clear and concise. The goal statement should be written in essay form.

☐ **Three letters of recommendation**
  Three letters of recommendation will be read by the admissions committee to determine whether the applicant has the academic ability to succeed in the program. If possible, one of these letters should be written by graduate faculty who are able to judge the applicant's abilities in a doctoral program, including their research and writing skills. One of the letters should be from the applicant's employer/supervisor. This letter will support the applicant's professional experience and commitment to the program.

☐ **Resume or Curriculum Vita**

☐ **Interview**
  The interview allows faculty to meet potential students to support the admissions process and to begin the process of forming a cohesive and dynamic cohort. The following represents interview criteria used to assist in the selection process:
  - Students whose GRE is below 1000 and/or 3 in writing
  - Those for whom a specialization may not be supported or clearly stated
  - Applicants with less than 5 years of experience or experience in a non-education setting.

**Graduate Record Examination scores and transcripts**
  Applicants must also submit current Graduate Record Examination (GRE) scores and all post-secondary transcripts. Scores should be current within 5 years.

**DEADLINES**

<table>
<thead>
<tr>
<th>Education Ed.D. Applicants</th>
<th>Fall Priority</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>Jan 15</td>
<td>Mar 1</td>
</tr>
<tr>
<td>International</td>
<td>Jan 15</td>
<td>Jan 15</td>
</tr>
<tr>
<td>International Transfer</td>
<td>Jan 15</td>
<td>Jan 15</td>
</tr>
</tbody>
</table>
PROGRAM DESIGN – 54 credit hours over 9 semesters

- **Core** (7 courses/21 credit hours)
- **Concentration** (concentration courses + laboratory of practice = 5 courses/15 credit hours)
- **Capstone** (18 credit hours)

In addition, students are expected to develop professional habits that reflect leadership and expertise. This is accomplished by professional reading, participation and presentation at professional conferences and services hours to the local community.

**Course Schedule/Sequence to degree:**

- **Semester 1: FALL**
  - EDP 7517: Facilitating Learning, Development, & Motivation – 3 ch
  - EDF 7457: Data, Assessment & Accountability – 3 ch

- **Semester 2: SPRING**
  - EDA 7101: Organizational Theory in Education – 3 ch
  - EDF 7494: Identifying Complex Problems of Practice – 3 ch

- **Semester 3: SUMMER**
  - Concentration (*Issues in...*) – 3 ch
  - EDG 7947: Laboratory of Practice (internship) – 3 ch

**MILESTONE 1 – Gap Analysis**

During the first program year, the student will complete course work and work in the field in an area closely linked with the problem they seek to study. During this time, they will identify a complex problem of practice for the first Milestone, a gap analysis. Using the skills and knowledge from the first 4 core courses, including how to develop a gap analysis; students will conduct an in-depth and detailed case study on a complex problem of practice. The student will thoroughly frame the problem from the perspectives of learning/motivation, data support and organizational context.
Semester 4: FALL
- Concentration *(Issues in...)* – 3 ch
- EDF 7478: Analysis of Data for Complex Problems of Practice – 3 ch

Semester 5: SPRING
- Specialization – 3 ch
- EDF 7468: Evaluation of Complex Problems of Practice – 3 ch

**MILESTONE 2 – Problem of Practice Exhibition**
Student will have completed all foundational core and research courses. For the second Milestone, the student will present a poster exhibit of his/her problem for study. Using the collective skills and knowledge from the first 6 core courses, three specialization courses and one of the two laboratories of practice, students will concentrate their focus on a current complex problem of practice. Students will be expected to conduct an in-depth analysis of the problem, examining the impact from multiple perspectives. Using data and research, students will compile a proposal for solution(s) options that will be presented in a poster exhibition, including the process for possible or authentic application within the field setting. Milestone Two also includes documentation of progress on their portfolio.

Semester 6: SUMMER
- Concentration or optional 2nd laboratory of practice – 3 ch
- EDF 7985: Proposing & Implementing Data-driven Decisions – 3 ch

**MILESTONE 3 – Proposal Writing & Defense; Portfolio**
Student will have completed all specialization course work and. For the third Milestone, the student will complete the proposal and defense for their Capstone project. The third milestone requires the student to present their proposal for solution – and the rationale behind the proposed solution – to a committee comprised of faculty and client. Included will be a timetable for implementation as well as “checkpoints” for monitoring the progress of the solution and the data needed to support. Milestone Three also includes the required portfolio documentation of Professional Habits:
- Professional reading of field literature
- Conference attendance/presentation
- Service hours in approved setting

**DISSERTATION IN PRACTICE**
The dissertation in practice will be the final presentation of the entire process of problem identification, proposal and solution. It will also include a summation of how (if) the solution was implemented in the field. If it was not, the student will be expected to determine why it was not.

- Semester 7: FALL
  - EDF 7987: Dissertation in Practice – 6ch
- Semester 8: SPRING
  - EDG 7987: Dissertation in Practice - 6 ch
♦ Semester 9: SUMMER
   EDG 7987: Dissertation in Practice - 6 ch

GRADUATION at the completion of 9 semesters

Concentration Area—(concentration courses + laboratory of practice = 5 courses/15 credit hours)
- Students must select a concentration area in the field of their earned Master’s degree and/or combination of their work experience.
- Additional concentration course work may be required prior to entering candidacy to ensure that a student has adequate background knowledge and research skills to successfully complete their dissertation in practice.

Milestones

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

Dissertation in Practice —18 credit hours Minimum

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee.

GENERAL PROGRAM POLICIES

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

Time Limitation
You have 9 semesters to complete your EdD Education program. You may be granted one additional semester to defend with advisor’s approval. After this time, if you have not successfully defended your dissertation in practice you will need to reapply to the program. If readmitted, you can petition graduate studies to be placed in your original catalog year. A student has seven years from the date of original admission to the doctoral program to complete the Dissertation in Practice. If the seven-year limit is exceeded, the student may be subject to course repetition, additional demonstrations of competency or face dismissal from the program.
Transfer Credit
Please refer to the College of Graduate Studies online catalog for transfer policies:
http://www.students.graduate.ucf.edu/policy/

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

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

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

Review of Performance
The primary responsibility for monitoring performance standards rests with the degree program. However, the college and university may monitor a student’s progress and may change any student to non-degree status if performance standards as specified above are not maintained. Satisfactory academic progress in a program also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in termination of the student from the program. If a student is reverted to non-degree status, reinstatement to graduate student status can occur only through a formal appeal process.

Appeals Process:
All appeals to academic policy are reviewed by the Graduate Council Appeals Subcommittee. Refer to the Graduate Petition form to see what appeals are reviewed by the Appeals Subcommittee: http://www.graduate.ucf.edu/formsnfiles/index.cfm?RsrcID=55&SubCatID=144
FINANCIAL SUPPORT

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

Student Financial Assistance Office  
(MH 120) — 407-823-2827; website:  
http://pegasus.cc.ucf.edu/~finaid

Financial Aid Information  
http://www.finaid.org  
Non-degree-seeking students are not eligible for financial aid.

MISCELLANEOUS

Please refer to New Student Checklist for Graduate Students at:  
http://www.students.graduate.ucf.edu/student_checklist/

Forms and Links for Doctoral Students

Commonly used forms are located at http://education.ucf.edu/edd/forms.cfm.

Other useful links are located at http://education.ucf.edu/edd/links.cfm.

A complete list of faculty and staff affiliated with the program is located at http://education.ucf.edu/edd/affiliated.cfm.
I, ______________________________, have read this Doctoral Student Handbook. I agree to abide by the policies and procedures stated in this handbook.

__________________________________________
Student Signature

__________________________________________
Date