College of Community Innovation and Education

UCF

Executive Ed.D. in Educational Leadership Program Handbook

Fall 2021

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College of Community Innovation and Education
Department of Educational Leadership and Higher Education
P.O. Box 161250
Orlando, FL 32816-1250

Dear Scholar-Practitioner:

I am pleased to share with you this Informational Handbook for the Executive Ed.D. in Educational Leadership at the University of Central Florida. Faculty from UCF's College of Community Innovation and Education redesigned this educational leadership degree in 2009 and continually update the content and design to best meet the evolving needs of contemporary education leaders.

This handbook offers assistance in understanding the overall structure and format of the program, including course work, program milestones, and the dissertation in practice. Necessary forms and clarifying information are included as appendices. Of note, however, the handbook is no substitute for close communication with the doctoral coordinator and faculty members; it is your responsibility to stay informed about important events, deadlines, and other program expectations.

Advanced graduate study and original research leading to the doctoral degree can be among the more rewarding experiences in your professional career. Doctoral studies require careful planning and consideration on your part. My colleagues and I hope that this publication will facilitate your awareness, understanding and planning.

Best wishes in your academic and career pursuits!

Most Sincerely,

Daniel W. Eadens, Ed.D.
Associate Professor and Program Coordinator

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SECTION I: PROGRAM INFORMATION

Purpose

The purpose of the University of Central Florida (UCF) Executive Ed.D. in Educational Leadership is to develop influential leaders to effect positive learning outcomes. Students focus on the role of the scholar-practitioner in their study of research and theory, and they apply that learning to issues and problems of practice in authentic settings. In collaboration with local school districts and other organizations, students will focus their dissertation in practice doctoral research on complex problems or issues of practice.

Degree Description

UCF Educational Leadership faculty designed the Executive Ed.D. program to align with contemporary professional doctorates while ensuring rigorous thinking and learning. The program equips scholar-practitioners with the skills needed to connect theory and research to practice, to lead high-performing organizations, and to promote individual, group, and organizational learning (e.g., organizational change/improvement).

Custom-suited to meet the needs and challenges of working educators and leaders, the Executive Ed.D. supports the current and future demands of complex environments with high levels of accountability. Although the program does not lead to Florida's educational leadership initial certification, it is aligned with national (*Professional Standards for Educational Leaders*) and state (*Florida Principal Leadership Standards*) expectations for educational leaders. Students who wish to pursue educational leadership certification should make an appointment with the Modified Core coordinator and complete additional required courses as reflected in the program of study found on pages 17-18.

All students belong to a cohort for 3 calendar years or 9 semesters (54 credit hours).

Satisfactory academic performance ensures timely graduation. The Executive Ed.D. includes a dissertation in practice that focuses on issues of policy and/or practice identified by school district and educational leaders. The dissertation in practice doctoral research experience is structured and supported for completion during the final four semesters of coursework.

Program graduates of the Executive Ed.D. in Educational Leadership are prepared as scholar-leaders, with an emphasis on their abilities to effectively utilize relevant research. Oral and written communication is emphasized (see Appendixes C and D), and comprehensive understanding of task, structure, technology, and people is expected as these provide guidance related to decision-making in the effective operation of educational institutions and organizations.

Students Served

The Executive Ed.D. prepares educational leaders for schools, school districts, other educational settings, and related fields. Students may be in a variety of positions such as teacher instructional personnel, or administrators while in the program. Educational leadership certification is neither a pre-requisite for admission, nor included in the program unless a student completes the additional courses found on pages 17-18.

Admission

Applicants who are admitted will begin a cohort at the beginning of the fall semester of each year. Application for admission is on-line and includes submission of transcripts of all previous undergraduate and graduate coursework, and three letters of recommendation from persons who can address applicants' potential for academic success. A 3.0 GPA in the last 60 hours of undergraduate and graduate work and a competitive GRE score of no less than 300 (quantitative and verbal combined) is desired. To be considered for admission, the applicant's

Fully completed package must in the system before May 1st.

Admission to the Executive Ed.D. in Educational Leadership is based on:

- Previous academic performance
- Prior academic and professional achievement
- Verbal, quantitative, and writing scores on the Graduate Record Examination (GRE)
- Writing Skills
- Recommendations

Orientation

The Doctoral Coordinator and faculty will provide an orientation to the program at the beginning of each fall semester. Students are expected to attend.

Cohort Model

Through the cohort model, students with diverse backgrounds and experiences will have the opportunity to share leadership experiences and challenges to support collaborative learning in seeking research-based solutions. The program provides a setting that facilitates leaders from a wide-range of school districts and educational organizations to engage in cross-disciplinary study and collaborative inquiry around issues of practice. It is designed to facilitate successful student program completion by fostering a community of learners who engage with and support each other intellectually in an environment that encourages collegiality and mutual success.

Assignment of an Academic Advisor

Since the cohort model is a sequenced program of study, the Doctoral Coordinator for the Executive Ed.D. serves as general advisor to all students and will assist students in completing the program of study worksheet and answering any questions regarding transfer courses. Students will consult other faculty members as needed for program assistance, career counseling, and dissertation in practice research support. At the time the research proposal is initiated, students will be assigned a specific faculty member (chair of the committee) for the four semesters of research until graduation.

Program Faculty

The Educational Leadership program faculty are full time UCF employees and accomplished professionals. Each faculty member has had practical experience in school and/or school district leadership position(s). They are noted authors and researchers in a wide range of educational leadership areas with doctoral degrees from nationally respected research institutions. Vitae and bios may be found on the CCIE website.

School and Educational Organization Advisory Council.

In a continual effort to maintain current and relevant course content and learning experiences, the Educational Leadership program faculty has established a School and Educational Organization Advisory Council. The Advisory Council represents the development of a school district/university partnership for the benefit of students involved in doctoral study.

The purpose of the School and Educational Organization Advisory Council is to keep program faculty apprised of the developing challenges facing educational leaders, to establish connections, and continually develop collegial relationships with representatives of the educational community. Advisory Council members may serve as guest speakers and consultants within the Executive Ed.D. in Educational Leadership program, courses, and dissertation in practice.

Program Goals

The following broad goals have been identified by program faculty as appropriate to be used in building upon and extending the prior knowledge and experiences of doctoral students. These goals are supported throughout contemporary literature on doctoral programs and

undergird the state and national standards which must be considered in the preparation of leaders.

Goal One: To develop influential leaders to effect positive learning outcomes for individuals and their organizations.

Goal Two: To equip the scholarly practitioner with the competencies and skills to connect research to practice, lead high performing educational organizations, and promote growth in student outcomes.

Goal Three: To offer talented educators the opportunity to work with experienced educational leaders, authors, and researchers as instructors and advisors.

Goal Four: To provide the setting for school and organizational leaders to network and collaborate as members of a cohort.

Goal Five: To offer students a course of study developed around learning outcome strands related to twenty-first century educational leadership.

Program Design Concepts

Scholar Practitioner: Scholar Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy: Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.

3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice: Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice: Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation in Practice: As the culminating experience that demonstrates the scholar practitioner's ability to solve problems of practice, the Dissertation in Practice exhibits the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005).

SECTION II: PROGRAM OF STUDY

Course of Study

The program consists of 54 semester hours (including 15 credit hours of EDA 7987—dissertation in practice). Students will take courses in a prescribed sequence of six semester hours each semester for three calendar years or nine semesters. Graduation will be at the end of the ninth semester with satisfactory academic performance. Dissertation in practice is included in the three- year/nine-semester sequence. Students are expected to remain in the sequence continuous for the three years. Students should complete Appendix A, Program of Study Worksheet, and submit to the Doctoral Coordinator for approval during the first semester of enrollment. If seeking educational leadership certification, the program of study worksheet should reflect this goal.

Learning Outcome Strands

Course content offered through the Executive Ed.D. in Educational Leadership is based upon the following six learning outcome strands.

	Strand	Credit Hours
Strand 1	Serving student social, emotional, and educational needs	3
Strand 2	Political governance influences	6
Strand 3	Learning and accountability	6
Strand 4	Professional leadership in organizations	9
Strand 5	Research*	9
Strand 6	Doctoral field study (proposal)	6
Strand 7	Dissertation in Practice	15
	Total Credit Hours	54

Courses are designed to address skills needed by the scholarly practitioners--assessment practices, data analysis, understanding research, identifying quality research, along with interpretation and application of data and findings to inform decision-making.

The seven strands with the aligned courses and course outcomes follow.

Strand 1: Serving Student Social, Emotional, and Educational Needs.

EDA 7215 Community Outreach (3 credit hours)

- Develop a sound personal philosophy regarding school-community relations.
- Gain an understanding of the manner in which schools and other organizations and their constituent communities interact.
- Discover how to develop goals, strategies, and policies for an effective school-community or organization-community relations program.
- Develop strategies to communicate effectively with the media.
- Understand the importance of speaking and writing clearly in conveying messages.
- Recognize the importance of communication with both external and internal publics.
- Learn how to develop procedures for crisis communication.
- Gain an appreciation of how the political processes at the local, state, and national level impact school-community and organization-community relations.

Strand 2: Political Governance Influences.

<u>EDA 7225 Advanced Legal Studies in Education (3 credit hours)</u>

☐ Become knowledgeable about the legislative and charter provisions related to the establishment of educational institutions.
☐ Develop an understanding of legal issues related to faculty personnel administration including that of academic freedom.
☐ Develop an understanding of the legal issues related to administration of curriculum and instruction.
☐ Develop an understanding of legal issues related to administration of the physical plant and environment with respect to construction contracts, campus security and safety.
☐ Develop an understanding of the impact of federal government including equal employment and affirmative action and research contracts.
☐ Develop an understanding of methods and procedures for legal research.
☐ Develop an understanding of legal issues related to faculty misconduct including sexual harassment, gross insubordination and misconduct in office.
☐ Develop an understanding of the collective bargaining process including grievance processing, arbitration and impasse resolution.
☐ Develop an understanding of legal issues related to student/institutional relationships including the Doctrine of *In Loco Parentis*, student organizations, discipline, grading, student records and due process.

<u>EDA 7195 Politics, Governance, and Finance of Educational Organizations (3 credit hours.)</u>

☐ Understand the history of educational policy development in the U.S.
☐ Gain insight and an understanding of the political cultures existing in a school community.
☐ Understand of the changing role of the school leader.
☐ Learn how to influence educational policy through involvement on the local and state levels.
☐ Understand the current policy issues facing the educational community.
☐ Gain insight on how the conflicting values and beliefs shape the politics of education.
☐ Understand the politics involved in financing education on the local, state and federal levels.
☐ Obtain direct experience in building relationships with political leaders on the state level.
☐ Develop an understanding of the changing perception of the public schools.
☐ Demonstrate strategies used by the political savvy leader in leading a complex social organization.

Strand 3: Learning and Accountability Courses and Outcomes.

<u>EDA7193 Instructional Leadership (3 credit hours)</u>

- ☐ Use the science of learning to improve teacher effectiveness and Pk-20 student outcomes.
- ☐ Strategize to improve student performance with empirical research.
- ☐ Ensure implementation of research and evidence-based instructional practices.
- ☐ Provide change leadership to improve learning.
- ☐ Provide access to rigorous curriculum and instruction for all learners.
- ☐ Provide professional learning grounded in adult learning theory.
- ☐ Foster an interdisciplinary environment.
- ☐ Analyze research critically to inform decisions.
- ☐ Provide authentic feedback to teachers based on effectiveness of instruction.
- ☐ Use various forms of data and evidence to lead improvement in learning.

<u>EDA 7224 Human Resource Development in Educational Organizations (3 credit hours)</u>

- ☐ Understand the function and importance of personnel management in organization systems.
- ☐ Identify the processes, procedures, and techniques to manage human resources.
- ☐ Understand the importance of planning, recruiting, selecting, placing, and maintaining highly qualified staff to reach organizational goals.
- ☐ Understand the importance of maintaining an effective mentor/induction program that will strengthen and improve the quality of beginning staff members as well as current staff members in need of improvement.
- ☐ Develop an understanding of the importance of staff development, grounded in adult learning theory for all staff within an organization
- ☐ Understand contemporary research on an effective, result producing, performance evaluation system and procedures that is based on data and authentic feedback.
- ☐ Understand the ethical considerations involved in personnel administration though modeling and leadership.
- ☐ Strategize to create leaders within the school, district, and/or organization.
- ☐ Develop an understanding of the state and federal mandates that influence the function of personnel management.

Strand 4: Professional Leadership in Organizations.

<u>EDA 7101 Organizational Theory (3 credit hours)</u>

- ☐ Understand and apply organizational theories to complex problems of practice.
- ☐ Analyze the historical development of organizational thought and its application to national, state, and local decision-making.
- ☐ Actively use the four analytic frameworks for the study of schools and organizations.
- ☐ Study contemporary organizational topics from various perspectives of theorists, literature and practitioners to become more reflective leaders.

☐ Develop a personal theory of practice based on theory, research, and literature.

EDA 7192 Leadership in Education (3 credit hours)

- Study theories and models of leadership related to the ethical and moral "Facilitating Reflective Practitioner."
☐ Demonstrate research-based thinking in regard to contemporary administrative practice and the integration of leadership theory, research and practice.
☐ Study topics of school organization from the various perspectives of theorists, empirical researchers and practitioners as they are influenced by leadership.

EDA 7205 Program Planning and Evaluation (3 credit hours)

☐ Understand the role and importance of systems thinking in planning, research, and evaluation.
☐ Understand and appreciate the similar and different purposes of planning, research, and evaluation.
☐ Understand the steps involved in planning and designing an appropriate research or evaluation design.
☐ Develop an understanding and appreciation of the importance of developing sound evaluation questions, criteria, and/or standards and identifying appropriate measures.
☐ Develop an understanding of ethical considerations that must be addressed in evaluation activities.
☐ Develop an understanding of the importance of interpreting and communicating evaluation findings.

Strand 5: Research

EDF 7471 Research in Educational Leadership 1 (3 credit hours)

☐ Develop an appreciation and understanding of the research process in education through the integration of theory and practice.
☐ Understand the different types of educational research and their value to an educational leader.
☐ Be able to identify strengths and weaknesses of research and quasi research reports and make valid and useful interpretations from them.
☐ Develop skills and knowledge necessary to be an expert user of research in the practical applications of an educational leader.
☐ Utilize educational research knowledge and skills to guide informed decision making.
☐ Develop an understanding of the current uses of technology for conducting educational research.
☐ Understand conceptually basic statistical techniques.
☐ Be able to analyze needs and synthesize research concepts in order to produce a preliminary research proposal.

EDF 7407 Research in Educational Leadership 2 (3 credit hours)

- Develop an appreciation and understanding of the research process in education through the integration of theory and practice
- Begin to develop analytical skills and knowledge necessary to be a knowledgeable user and producer of research in the practical applications of an educational leader
- Utilize educational research and data analysis to guide informed decision making
- Develop an understanding of the current uses of technology for conducting educational research
- Understand practical application of data entry, analysis, and interpretation.
- Understand conceptually basic statistical techniques and be able to use them in conducting data analysis.

EDF 7408 Research in Educational Leadership 3 (3 credit hours)
- Develop an appreciation and understanding of the research process in education through the integration of theory and practice.
- Develop skills and knowledge necessary to be an expert user and producer of research in the practical applications of an educational leader.
- Utilize educational research and data analysis to guide informed decision making.
- Develop an understanding of the current uses of technology for conducting educational research.
- Become familiar with more advanced research and statistical methods.
- Understand practical applications of data entry, analysis, and interpretation.
- Understand the different types of educational research and their value as an educational leader.
- Be able to identify strengths and weaknesses of research and quasi research reports and make valid and useful interpretations from them.
- Understand conceptually both basic and advanced statistical techniques and be able to use them in conducting data analysis.
- Be able to analyze needs and synthesize research concepts in order to produce a dissertation in practice proposal for the doctoral degree.
- Communicate effectively in writing using appropriate academic language/conventions and APA 7th edition/UCF dissertation format in the analysis of extant research and development of proposed original empirical projects, to be graded using rubrics found in the appendices.

Strand 6: Doctoral Field Study (Proposal for Dissertation in Practice)

EDA 7943 Field Study (total of 6 credit hours)
- Write and present a research proposal to the educational leadership faculty.
- Submit to IRB the necessary documents to conduct research.
- Research and write a literature review to support the research.
- Develop a methodology appropriate to the issue/problem and context.
- Communicate effectively in writing using appropriate academic language/conventions and APA 7th edition/UCF dissertation, to be graded using rubrics found in the appendices.
- Begin to gather data/evidence and analyze it to draw conclusions and make recommendations.

Strand 7: Dissertation in Practice

EDA 7987 Dissertation in practice (total of 15 credit hours)
- Submit to UCF dissertation editor for format approval
- Complete data gathering.
- Analyze and interpret data.
- Develop findings, discussion, conclusions, and recommendations.
- Communicate effectively in writing using appropriate academic language/conventions and APA 7th edition/UCF dissertation, to be graded using rubrics found in the appendices.
- Successfully defend the dissertation to the dissertation committee.

Core Learning Principles

Program instruction will incorporate three categories of learning principles—*Relationship to the Learner*, *Relationship to Content*, and *Relationships among Faculty*.

Relationship to the Learner

- Regular and timely feedback
- Respect to individuals, prior learning, knowledge, and experience
- Modeling of leadership, learning strategies, and respectful communication
- Capacity-building in salient skill areas (e.g., academic writing)
- Individualization
- Network building

Relationship to the Content

- Aligned with program purpose statement
- Learning content with practice
- Model evidence-based instruction
- Introduction/orientation to the learning/making connections
- Active involvement in the learning
- Discussions
- Analytical thinking
- Emphasis on communicating content using appropriate academic language/conventions
- Assessment centered, measurable, doable
- Application of learning to various settings
- Mastery learning
- Alignment with regulations, state and national standards

Relationships among Faculty

- Strands and course outcomes developed collegially
- Collaborate to develop and refine program
- Collaborate for student success
- Commit to being role models aligned with expectations for successful graduates

Course Sequence

UCF Executive Ed.D. in Educational Leadership Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	EDF 7471: Research in Leadership I EDA 7101: Organizational Theory	EDA 7215: Community Outreach EDA 7224: Human Resource Development	EDA 7987: Dissertation in Practice (3ch) EDA 7943: Field Project
Spring	EDF 7407: Research in Leadership 2 EDA 7192: Educational Leadership	EDA 7195: Politics, Governance, Finance EDA 7408: Research in Leadership 3	
	Milestone 1: White paper on complex problem of practice – completed between Spring & Summer semester of year 1.		EDA 7987: Dissertation in Practice (6ch)
Summer	EDA 7225: Advanced Legal Studies EDA 7193: Instructional Leadership	EDA 7943: Field Project EDA 7205: Planning, Research, and Evaluation	EDA 7987: Dissertation in Practice (6ch)
		Milestone 2: Dissertation in Practice Proposal approved prior to end of summer semester, year 2	*Dissertation in Practice defended prior to end of summer semester, year 3*

Milestones

There are two milestones that students must meet to continue in the program: one at the end of the second semester of Year 1, and the second upon completion of Year 2. Each of the milestones is meant to keep the student on track for completing the dissertation in practice research on time.

Milestone 1: Qualifying White Paper. At the end of the spring semester of Year 1, each student will develop and write a paper on a complex problem of practice selected by the faculty. The white paper will be reviewed by at least two members of the Educational Leadership faculty. A satisfactory qualifying white paper will allow the student to proceed with the next semester's courses.

Milestone 2: Dissertation in Practice Proposal. Before the end of summer semester, Year 2, students will submit and orally defend a dissertation in practice proposal to be approved by the student's dissertation committee. Upon successful defense of the proposal, students will be admitted to doctoral candidacy. Students may want to refer to Appendixes B, C, and D.

Consultation with the Research Librarian

Students are encouraged to use the resources of the UCF Library and research librarian for their research and to develop the literature review necessary for the study. To make an appointment with a research librarian a student can use the following link: http://www.library.ucf.edu/Reference/ResearchConsultantions/Default.asp. During the first semester of coursework students will have an opportunity to participate in an orientation with the research librarian.

Dissertation in Practice

The dissertation in practice is an opportunity to apply the knowledge and skills accrued during course work, seminars, lectures, and smaller-scale research activities to study a current issue or complex problem of practice existing in a school, school district, or educational organization. The research represents the study that students will conduct and report on to demonstrate that they are scholarly practitioners and educational leaders whose work reflects the program learning outcomes.

Educational Leadership faculty will work with school district and organization leaders to identify appropriate issues and complex problems to be researched by students. Faculty will guide the students in rigorous doctoral research beginning with the research proposal to be written by the end of the summer semester of Year 2. The Dissertation in Practice Research Proposal Checklist found in Appendix B will be helpful to students in preparing the research design.

Each semester for the final four semesters, students will take EDA 7943 and/or EDA 7987, the courses that structure and support students in this experience. Although teams research a specific problem, each student will research a specific part of the issue and complete the dissertation in practice individually. Students will receive a grade of A, B, C, D, or F based on the quality of individual work for EDA 7943 and EDA 7987.

Each semester of EDA 7987 (beginning fall semester year 3) candidates are to complete the Dissertation Agreement form found on the program website. Develop the agreement in conjunction with the dissertation committee chair for agreed upon expectations and grading. Keep a copy of the signed agreement and take a copy to the Coordinator in Graduate Affairs to assure registration.

Detailed expectations will be provided by the assigned committee chair each semester. See the Research Sequence which identifies general essential tasks for each semester to assure on time graduation. At the completion of the research, students will submit a final dissertation that includes the issue or problem statement, research questions, literature review, methodology, data, data analysis, recommendations, and potential solutions. Students will have a formal defense with the dissertation committee. Candidates should refer to the expected learning outcomes in Appendices C and D.

Students are expected to access resources necessary for a successful research experience. They are encouraged to make an appointment with the UCF research librarian and to use the resources of the UCF Writing Center, CCIE Graduate Writing Support (Graduate Affairs), the Office of Instructional Resources Center, and the Computing and Statistical Laboratory in Education (CASTLE) as needed. Editorial and statistical consultants may be engaged by students to ensure quality of work and a timely graduation, but each student is responsible for his/her own work.

The texts that follow will be helpful to students as they engage in research. Candidates are expected to follow the UCF dissertation format and comply with all deadlines. Requirements for writing the dissertation are expected to be followed and will be applied.

Lunenburg, F. C. & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.

Publication manual of the American psychological association, Seventh Edition, (2020). Washington, DC: American Psychological Association.

UCF Thesis and Dissertation Manual found on the UCF Graduate College website.

Obtaining FDOE Educational Leadership Administrative Certification

Executive Ed D. students interested in obtaining educational leadership certification should apply for the modified core evaluation from the program coordinator. UCF educational leadership masters level courses are those that should be in your modified core plan and this intent should be reflected on our doctoral program of study.

The following face to face doctoral course substitutions for the required masters level courses may be approved. In other words, the indicated doctoral courses completed in the Executive Ed.D. Program may be substituted for the respective Modified Core required course; however, this substitute may not be used in reverse. That is to say that the respective 6000 –level courses may not be substituted for courses on the Executive Ed.D. Program. No transfers nor substitutions are accepted in this program.

The FELE is required for administrative certification level I and should *not* be taken prior to completion of all course work. Consult with your advisor prior to the FELE.

EDA 6061 Organization and Administration of Schools
    Acceptable UCF course substitute: EDA 7101 Organization Theory in Education
EDA 6232 Legal Aspects of School Operations
    Acceptable UCF course substitute: EDA 7225 Advanced Legal Studies in Education
EDA 6240 Educational Financial Affairs
    Acceptable course substitute: **None**
EDA 6931 Contemporary Issues in Educational Leadership
    Acceptable UCF course substitute: EDA 7193 Instructional Leadership
EDA 6260 Educational Systems Planning and Management
    Acceptable UCF course substitute: EDA 7205 Planning Research and Evaluation
    Systems
EDS 6123 Educational Supervisory Practices I
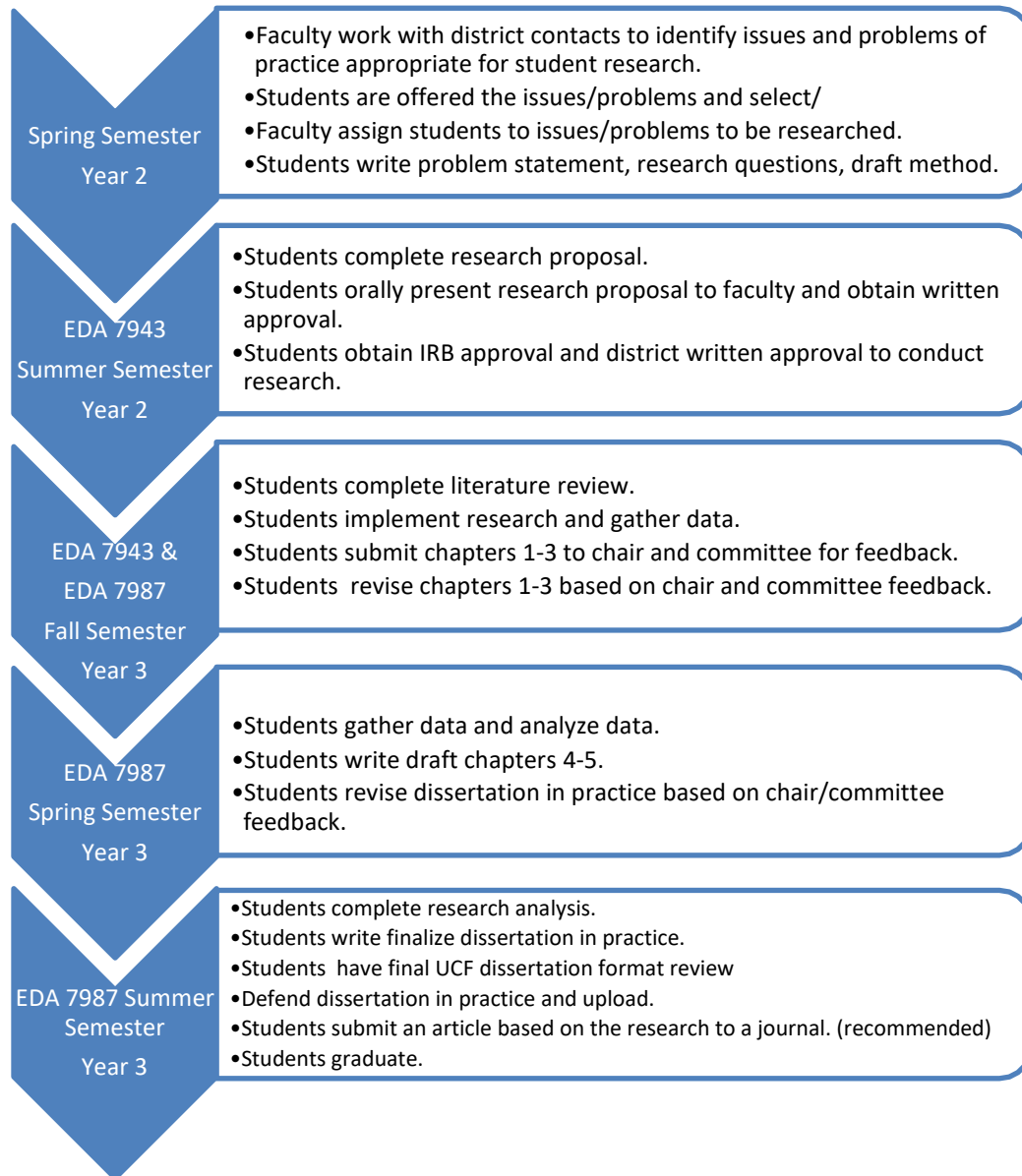   Acceptable course substitute: **None**
EDS 6130 Educational Supervisory Practices II
    Acceptable UCF course substitute: EDA 7192 Leadership in Education
EDA 6946 Administrative Internship (Three credit hours before summer 2012, 6 credit hours for those seeking certification summer 2012 or later.)
    Acceptable course substitute: **None**

Dissertation in Practice Recommended Sequence

Spring Semester Year 2
- Faculty work with district contacts to identify issues and problems of practice appropriate for student research.
- Students are offered the issues/problems and select/
- Faculty assign students to issues/problems to be researched.
- Students write problem statement, research questions, draft method.

EDA 7943 Summer Semester Year 2
- Students complete research proposal.
- Students orally present research proposal to faculty and obtain written approval.
- Students obtain IRB approval and district written approval to conduct research.

EDA 7943 & EDA 7987 Fall Semester Year 3
- Students complete literature review.
- Students implement research and gather data.
- Students submit chapters 1-3 to chair and committee for feedback.
- Students revise chapters 1-3 based on chair and committee feedback.

EDA 7987 Spring Semester Year 3
- Students gather data and analyze data.
- Students write draft chapters 4-5.
- Students revise dissertation in practice based on chair/committee feedback.

EDA 7987 Summer Semester Year 3
- Students complete research analysis.
- Students write finalize dissertation in practice.
- Students have final UCF dissertation format review
- Defend dissertation in practice and upload.
- Students submit an article based on the research to a journal. (recommended)
- Students graduate.

Students who do not defend the dissertation in practice by UCF deadlines in the summer semester may register for an additional semester of EDA 7987 with the chair's recommendation.

Appendix A
EXECUTIVE Ed.D. IN EDUCATIONAL LEADERSHIP
PLAN OF STUDY WORKSHEET

NAME _____ UCF ID _____

Date Admitted _____ Advisor _____

COURSE OF STUDY	SEM. HRS	TERM Fa/Sp/Su	GRADE	COURSE SUBSTITUTE	UNIVERSITY
EDA 7101 Organizational Theory	3				
EDA 7192 Leadership in Education	3				
EDA 7215 Community Outreach	3				
EDA 7224 Human Resource Development in Ed. Orgs.	3				
EDA 7195 Politics, Governance, and Financing of Gov't Org.	3				
EDA 7225 Advanced Legal Services in Ed.	3				
EDA 7205 Planning, Research and Evaluation Systems	3				
EDA 7193 Instructional Leadership	3				
III. RESEARCH					
EDF 7471 Research in Ed Leadership 1	3				
EDF 7407 Research in Ed. Leadership 2	3				
EDF 7408 Research in Ed. Leadership 3	3				
IV. Dissertation in Practice					
EDA 7943 Field Study	3				
EDA 7943 Field Study	3				
EDA 7987	3				
EDA 7987	6				
EDA 7987	6				

Total_____(54 SH min)   Seeking modified core/certification? Yes   No

Student Signature:_____Date_____

Advisor Signature:_____Date_____

Milestone 1 Qualifying White Paper Accepted: _____   Date_____

Milestone 2 Proposal Accepted: _____   Date_____

APPENDIX B

Educational Leadership
Executive Ed.D. Dissertation in Practice Proposal Checklist
(EDA 7943-Summer 2)

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Writing (See Appendix C, Writing Rubric.)	Yes	No	Notes
Used APA 7th edition/UCF dissertation style correctly.			
Has written clear, coherent, structured support for the study.			
Demonstrated competent writing (paragraph structure, grammar, subject/verb agreement, etc.)			
Literature Review/Conceptual Framework			
Justified inclusion/exclusion of relevant literature.			
Organized a comprehensive literature review.			
Distinguished between what has been done and what needs to be done.			
Placed the problem/issue in the broader context of the scholarly literature.			
Employed accurate and appropriate vocabulary.			
Synthesized the review of literature.			
Problem			
Defined and framed the problem to be researched.			
Discussed the significance of the research problem.			
Clearly stated the research questions to be studied.			
Methodology			
Identified primary research methods in the field.			
Provided detailed data collection procedures.			
Identified appropriate data collection procedures for the research questions.			
Proposed analysis procedures are clearly defined.			
Proposed analysis procedures are appropriate given the problem, research questions, and data collection procedures.			
Identified limitations of the study inherent in the methods.			

Educational Leadership
Executive Ed.D. Writing Rubric

RESEARCH WRITING RUBRIC - UCF EXECUTIVE ED.D. PROGRAM						
Components	Unacceptable	Unacceptable	7=C	8=B	10=A	Score
Executive Summary (EDA 7943, summer yr. 3)	NA	NA	NA	Problem, purpose, research questions, findings, conclusions, & potential solutions clear & succinct	Meets criteria for B & exceptionally well written with meaningful, realistic potential solutions.	
Introduction (Proposal) ***Milestone 2 (EDA 7943, summer yr. 2) *Chapter 6 **Check list	Failed to state problem, research questions and need in context of literature and local client.	Vaguely conveyed context and weak rationale, purpose, and research questions.	Fair explanation of need, purpose, rationale. Statements not supported with evidence/cites.	Clearly conveyed issue within context of literature, field & client. Purpose, research questions clearly communicated.	Clearly conveyed issue & need in context of literature & field. Rationale, purpose, & research questions exceptionally stated.	
Literature Review EDA 7943 (fall, yr. 3) *Chapter 7	Failed to review literature related to research questions, problem statement, context.	Inadequate review related to research questions, problem statement, context, potential solutions.	Thorough review, acceptable organization, lacks explanation of process, research basis, lacks empirical studies.	Clear explanation of search process & organization, includes empirical studies, shows both sides of issue, and includes research on potential solutions.	Comprehensive review with compelling process, & clear organization. Studies in a table showing all sides, potential solutions.	
Methodology (EDF 7408 & EDA 7943, summer yr. 2) *Chapter 8	Little explanation of research steps, population, statistics, etc.	Procedures, population or instrumentation unclear or inconsistent.	Procedures, population, instrumentation unclear or inconsistent.	Procedures, population, instrumentation, statistics clearly stated and used correct. Methodology has cites.	Appropriate detail in methodology with instruments & statistics aligned with research questions. Cites support all.	

Findings (EDA 7987 spring, 3) *Chapter 9	Not clearly drawn from methodology or inaccurately represented.	Findings not clear or tables incomplete or inaccurate, poorly labeled, or not understandable.	Findings reasonable, but incomplete, or tables inaccurate, or incomplete, or lack clear presentation.	Results are reported fairly and accurately. Tables are accurate and correctly presented.	Intended & unintended results clearly described, presented. Accurate tables/format, easy to understand.	
Discussion, conclusions, potential solutions (****EDA 7987 spring/summer, yr. 3) *Chapter 10	Little or no discussion. Conclusions & potential solutions not appropriate or missing.	Discussion may be missing, conclusions may not be logical from results. Potential solutions may be missing or unreasonable.	Discussion is present, but incomplete. Conclusions may be brief or not logical from results. Potential solutions inadequate.	Discussion is present. Conclusions reasonable and potential solutions appropriate.	Shows analysis related to context, results. Conclusions logical, supported with data, literature. Potential solutions meaningful for context.	
Writing Quality All semesters & courses	Lacks clarity, precision, & sentences poorly constructed. Incorrect use of APA 7th, UCF Dissertation Style.	Unclear throughout. Errors in grammar, wording, syntax, spelling, etc. Incorrect APA 7th, UCF Dissertation Style.	Moderately clear, some errors in grammar, wording, syntax, spelling, etc. Incorrect APA 7th, UCF Dissertation Style.	Clear, precise, & understandable. Few errors in wording, grammar, spelling, APA 7th, UCF Dissertation Style.	Excellent clarity, use of conventions of grammar, language, etc. Correct use of APA 7th/UCF Dissertation Style.	
Other Factors						

Notes

*Text for the client-based research. Lunenburg, F. C. & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral science.* Thousand Oaks, CA: Corwin Press.

**Refer to the proposal checklist in the Executive Ed.D. Handbook.

***Students who do not successfully complete Milestone 2 will not continue in the program.

Component	0 Unacceptable	1 Unacceptable	3=C	4=B	5=A	Score
Organization	Lacks coherence Incomplete Too much information for time allotted.	Poor sequence Illogical or lacking information Not well timed.	Not precise A few pacing/timing issues.	Complete, with few timing/pacing issues.	Complete, sequenced properly with excellent timing/pace	
Significance	No contribution to the field or client	Little relevance to field or client	Moderate relevance, contribution to client or field	Good contribution to field or client	Extremely relevant to the field & Important contribution	
Conclusion	No discussion or conclusion	Discussion or conclusion included	2 are included: discussion or conclusion or implications for practice	Discussion, conclusions, implications for practice included and insightful	Discussion, conclusions, & implications, potential solutions reflect analysis.	
Delivery	Nervous or read Materials Inadequate Not well prepared Incorrect grammar Unacceptable delivery/body language	Monotonous Lacks engagement, Lack of preparation Incorrect grammar Unacceptable delivery/body language	Enthusiastic Few errors/lapses Minimal engagement Correct grammar Delivery/body language acceptable	Clear & concise Engaging Good materials Correct grammar Excellent voice/body language	Clear & concise Very engaging Fluent presentation Exceptional delivery/voice/body language	