Welcome Letter

Dear Curriculum and Instruction Ed.D. Student,

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

By entering this program, you are committing to a goal of excellence in your field of study. You are joining an intellectual community where students and faculty work together to advance our understanding and knowledge. For the next three years, you will be engaged in formal learning activities designed by the faculty specifically for your development and preparation to enable you to be prepared to engage in solving persistent, complex problems of educational practice in authentic settings. While these formal learning activities are essential to your development, the faculty has also designed the program to include many opportunities for informal learning. The signature pedagogy for both formal and informal learning opportunities is the mentoring process. To take advantage of these opportunities it is expected that students will immerse themselves in the culture of the academic environment.

Michele Gregoire Gill, PhD
Program Coordinator, EdD in Curriculum and Instruction
Professor, Educational Psychology
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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 procedures 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 Curriculum and Instruction Ed.D. program is a professional practice doctorate. It is problem-based and designed for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry. The program prepares students for engaging in the study of practice-based problems in education and data driven decision making, to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research. 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 at least one but no more than 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.

Important Contacts

Program Coordinator
Michele Gill, Ph.D.
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michele.gill@ucf.edu
407-823-1771

Graduate Assistant
eddcurriculum@ucf.edu
Program Communication

As of Fall 2009, all students are required to use Knight's E-Mail. External email addresses at places such as Yahoo, Google, AOL and others will not be used when university emails are sent. Students will need Knight's E-Mail to read all emails having to do with advising, class registration, financial aid, or Webcourses. All communication from faculty members and their classes also come through Knight's E-Mail. (See here for more information on Knight’s E-Mail: http://www.fctl.ucf.edu/teachingandlearningresources/Technology/Knightsemail/index.php).

Additional announcements and information will be posted on the Curriculum & Instruction Webcourses page (www.webcourses.ucf.edu). You will be automatically added to the page upon enrollment and should check the page often for updates. All Milestones will also be uploaded to the Webcourses site.

Roles and Responsibilities

Applicant

- Verify with the Office of Graduate Studies that all necessary forms (Application, Goal Statement, Resume, 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 Chair no later than mid-fall of Year 2
- Select a Dissertation in Practice Committee no later than the end of spring of Year 2.
- Maintain consistent and professional communication with your advisor, the graduate program coordinator, and student services, especially regarding changes to contact information including current e-mail addresses.
- 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 courses related to their specialization area that will best serve the student’s long-term objectives. To achieve this goal, the following are a set of advisor responsibilities that will help our students to be successful in completing our graduate programs.

- Meet with an advisee at least one time during their first semester. Although students will be given a suggested course sequence for their particular course of study, a student may want to speak with an advisor about a general plan of study for their particular career.
- Serve as a mentor and engage in discussion with the student to clarify professional goals and curriculum plans.
- Provide guidance on concentration courses and internships. If the student is not an advisee, faculty should redirect students to their assigned faculty advisor for these specific tasks.
- Meet with and monitor students who are on probation and provide approval for registration

Dissertation Chair

- Assists his/her advisees in fulfilling all degree requirements by meeting with the student early in the program and immediately after appointment as chair/co-chair.
- Recommends potential committee members to serve on the dissertation committee.
- Establishes timelines for the research, sets expectations, and evaluates the student progress based upon these expectations.
- Meets at regular intervals with the student to discuss the proposed dissertation research and the plans for carrying out research.
- Reviews in a timely manner all written materials submitted by the student and offer suggested revisions.
- Meets at least once per year with the dissertation committee and student to assess progress toward the dissertation and give the student an annual review in addition to the S/U grades awarded for 7980 courses. The chair shall send the annual review to the program director after consultation with the dissertation committee.
- Coordinates the ongoing efforts of the committee as its chair, and to participate fully in the responsibilities of the committee members as a member of the dissertation committee.
- Chairs the candidacy and/or dissertation prospectus examinations.
- Attends the dissertation defense, serves as chair of the defense, ensures its proper conduct as described above, and submits to the program director all necessary grades, forms and other materials.

Committee Members

- To meet at regular intervals at least once per year to: (i) discuss and approve the proposed dissertation research and the plans for carrying out the research; and (ii) to assess progress towards the dissertation and give the student a yearly letter of evaluation in addition to S/U grades awarded for 7980 courses.
• To review iThenticate results from dissertation submittals.
• To participate in the candidacy and/or dissertation prospectus examination.
• To participate in the dissertation defense to assure: (i) that the dissertation is acceptable as original research and a contribution to the discipline; and (ii) that it meets the standards of the University.

Student Services

• Answers general questions about course offerings, programs of study, forms, requirements, and other questions not answered in the handbook.
• Responds to reasonable requests that individual faculty may have regarding their advisees. This may include requests to run student audits or other types of support that student services can provide to faculty in their advising roles.

Program Coordinator

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

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

Core Program Faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Program Affiliation</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michele Gill, Program Coordinator</td>
<td>Educational Psychology</td>
<td><a href="mailto:michele.gill@ucf.edu">michele.gill@ucf.edu</a></td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Program Affiliation</td>
<td>Contact</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Dr. Karen Biraimah</td>
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</tr>
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</tr>
</tbody>
</table>

**Program Design**

54 credit hours over 9 semesters

- **Core**
  - 7 courses/21 credit hours
- **Area of Specialization**
Curriculum and Instruction Ed.D. Program Handbook

- Specialization courses + laboratory of practice = 5-6 courses/15-18 credit hours
- **Dissertation in Practice**
  - 15-18 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.

Core- 21 Credit Hours

The Core courses include 12 credit hours covering what all graduates of a professional practice doctoral program should know and be able to do and 9 credit hours of research continuum designed to identify, analyze and evaluate complex problems of practice.

- EDP 7517 Facilitating Learning, Development and Motivation (3 credit hours)
- EDF 7457 Data, Assessment and Accountability (3 credit hours)
- EDA 7101 Organizational Theory in Education (3 credit hours)
- EDF 7494 Identifying Complex Problems of Practice (3 credit hours)
- EDF 7478 Analysis of Data for Complex Problems of Practice (3 credit hours)
- EDF 7468 Evaluation of Complex Problems of Practice (3 credit hours)
- EDG 7985 Proposing and Implementing Data-Driven Decisions (3 credit hours)

Area of Specialization- 15 Credit Hours

Students must select an area of specialization. The specialization courses are designed to enhance the student's professional practice by extending the knowledge base earned through the master's degree and work experience. Specialization areas are subject to the discretion of the College based on course and faculty availability. Students should be aware that not every specialization course is offered every semester and concessions will need to be considered based on the availability of coursework, faculty, course prerequisites, and other institutional factors.

Suggested coursework for each area can be found on the C&I Ed.D. Webcourses page. Students should work with the faculty advisor for their area of interest to select appropriate concentration area courses. Listed below are current areas of concentration with the faculty advisor for each area.

**Curriculum and Instruction**
David Boote, Ph.D.

**Educational Psychology**
Michele Gill, Ph.D.

**Exceptional Student Education**
Suzanne Martin, Ph.D.
English Language Arts
Elsie Olan, Ph.D.

Gifted Education
Gillian Eriksson, Ph.D.

Instructional Design & Technology
Glenda Gunter, Ph.D.

Methodology, Measurement, & Analysis
Stephen Sivo, Ph.D.

Reading Education
Vicky Zygouris-Coe, Ph.D.

Science Education
Malcolm Butler, Ph.D.

Social Science Education
Will Russell, Ph.D.

Supporting High Needs Populations
Martha Lue Stewart, Ph.D.

TESOL
Donita Grissom, Ph.D.

Lab of Practice- 3 Credit Hours

The Lab of Practice is designed specifically for C&I Ed.D. students to gain practical experience with the support of a field mentor. All students in the C&I Ed.D. will enroll in the Laboratory of Practice EDG 7947 course during Summer of Year 1. Students will earn three total credits under the LoP or in a content-specific designated internship related to your specialization area.

LoP projects may encompass, but are not limited to, one or more of the following activities:
- Designing and implementing a pilot study to investigate a research topic of interest. Results should be written up in research paper format.
- Developing a comprehensive training program and instructors’ manual on a topic.
- Conducting a formal curriculum or program evaluation including statistical analysis.
- Working with a faculty member as a teaching intern, including actual instruction, then writing a paper describing the experience and what was learned, citing relevant research to support one’s findings.
- Other projects as approved by the student’s advisor and LoP instructor.

Requirements include:
- Approved Lab of Practice agreement
- Evidence of the completed project/experience
Meeting with instructor a minimum of three times including at the start, mid-point and end of the experience to assess the project/experience

**Important:** The data collected during the Lab of Practice will be used to inform your Milestone 1 project, the Gap Analysis. Students should work with their LoP instructor to ensure that their project will help meet the Milestone requirements.

This class requires careful organization, planning, and the ability to set personal deadlines. Major challenges can occur when designing a study to fit comfortably into the available timeframes. It is important that you plan your project so that it is neither too broad nor too narrow in scope. When planning your timetable, ensure that the workload is evenly distributed and meets the approval of your supervising faculty member.

**Before the end of the Spring semester of Year 1, students will submit an approved LoP Agreement to the LoP course instructor with signatures of faculty advisor and field mentor. Students will not be allowed to enroll in EDG 7947 without an approved agreement form.**

**Milestones**

Program milestones are observable demonstrations of competency administered in place of comprehensive exams. Milestones are designed to monitor student progress and clear the student for continuation to the next program level.

**Milestone 1: Gap Analysis**

**Due Date:** Last Friday in September of Year 2

During the summer of the first program year, in conjunction with the Laboratory of Practice, the student will complete course work and work in the field in an area closely linked with the problem they seek to study. During this time, they will identify a complex problem of practice for the first Milestone, a gap analysis. Using the skills and knowledge from the first 4 core courses, including how to develop a gap analysis; students will conduct an in-depth and detailed case study on a complex problem of practice. The student will thoroughly frame the problem from the perspectives of learning/motivation, data support and organizational context.

**Milestone 2: Dissertation in Practice Prospectus and Committee Form**

**Due Date:** One week prior to start of Summer A term of Year 2

Student will have completed all foundational core and research courses. For the second Milestone, the student will present a 3-5 page prospectus of his/her complex problem of practice including the problem, research questions, and possible methods. This must be approved by the Dissertation in Practice Chair. The DiP Prospectus will be submitted to the chair, proposal class instructor, and program coordinator via Webcourses.
Milestone 3: Approved Dissertation Proposal

**Due Date:** No later than five days before the first day of Fall classes in Year 3 OR prior to enrollment in dissertation hours.

For the third Milestone, the student will complete the proposal and defense for his/her Dissertation in Practice. The third milestone requires the student to present his/her proposal to a committee comprised of faculty and client (where and when appropriate). Included will be a timetable for implementation as well as “checkpoints” for monitoring the progress of the solution and the data needed to support.

Dissertation in Practice- 18 Credit Hours

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
  - EDG 7987: Dissertation in Practice – 6 credit hours
- Semester 8: Spring
  - EDG 7987: Dissertation in Practice – 6 credit hours
- Semester 9: Summer
  - EDG 7987: Dissertation in Practice – 3-6 credit hours (pending whether the concentration area is 15 or 18 hours—if 18, then dissertation hours MAY be reduced to 15, pending advisor approval)

Candidacy

To enter candidacy, the Curriculum and Instruction Ed.D. student 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

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee. The dissertation defense will take place at a predetermined place and time that will be worked out in advance between the committee and doctoral candidate. Candidates are expected to be physically present for the defense of their dissertation in practice.

Virtual Defenses

A virtual defense (candidate off campus) may be an option only in extreme circumstances that prevent the candidate from being on campus and physically present during the dissertation defense. A virtual defense must be planned in advance and have approval of the dissertation chair, program coordinator and Associate Dean of Graduate Studies for the College of Education and Human Performance.
Graduation

At the completion of 54 credit hours (9 semesters), successful completion of all milestones, and successful defense of the Dissertation in Practice.

Course Schedule/Sequence to Degree

Year One

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>• EDP 7517 Facilitating, Learning, Development and Motivation</td>
<td>• EDA 7101 Organizational Theory in Education</td>
<td>• Concentration</td>
</tr>
<tr>
<td>• EDF 7457 Data, Assessment and Accountability</td>
<td>• EDF 7494 Identifying Complex Problems of Practice</td>
<td>• EDG 7947 Laboratory of Practice</td>
</tr>
<tr>
<td></td>
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<td>• Milestone 1: Gap Analysis</td>
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</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>• Concentration</td>
<td>• Concentration</td>
<td>• Concentration or EDG 7947 Laboratory of Practice</td>
</tr>
<tr>
<td>• EDF 7478 Analysis of Data for Complex Problems of Practice</td>
<td>• EDF 7468 Evaluation of Complex Problems of Practice</td>
<td>• EDF 7985 Proposing and Implementing Data-Driven Decisions</td>
</tr>
<tr>
<td></td>
<td>• Milestone 2: DiP Prospectus</td>
<td>• Milestone 3: DiP Proposal</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• EDG 7987 Dissertation in Practice</td>
<td>• EDG 7987 Dissertation in Practice</td>
<td>• EDG 7987 Dissertation in Practice</td>
</tr>
</tbody>
</table>

Important Dates and Deadlines

Year 1

Fall Semester

- Meet with your faculty advisor to complete your Plan of Study.
  - You can find the Plan of Study form on our Webcourses page, under Forms.
  - Once approved by your advisor, submit to CCIE’s Graduate Affairs office: cciegrad@ucf.edu
  - Upload a copy under the Assignments page in Webcourses
If you make changes to your Plan of Study, be sure to update your form with both Grad Affairs and Webcourses.

**Spring Semester**
- Complete the 2nd Semester Survey online.
  - You can find the link to the survey under the Assignments page on Webcourses.
  - The survey will open mid-semester- please refer to Webcourses for specific due dates.
- Lab of Practice
  - Complete your Lab of Practice outline and agreement (Webcourses>Forms).
  - Submit to your advisor and LoP instructor for approval by two weeks prior to end of Spring semester.

**Summer Semester**
- Make sure you have sent contact information (Name, Title, and Email Address) for your Lab of Practice mentor/supervisor to eddcurriculum@ucf.edu. We will send them a feedback survey link directly.
- Work on your Gap Analysis, which will be submitted in September.

**Year 2**

**Fall Semester**
- Milestone 1: Gap Analysis is DUE: last Friday in September.
  - Check Webcourses>Assignments for exact due date for your cohort.
  - Make sure your document is uploaded to Webcourses by the due date.
- Select a Dissertation Chair by mid-semester.
  - Work with your faculty advisor to select appropriate chair.

**Spring Semester**
- Begin thinking about committee formation.
  - Minimum four graduate faculty (including your chair)
  - One must be external (outside your primary department or school)
- Milestone 2: Prospectus is DUE: one week prior to start of Summer A semester.
  - Check Webcourses>Assignments for exact due date for your cohort.
  - Suggested format for the Prospectus can be found at Webcourses>Forms.
  - Must be approved by Dissertation Chair (use Approval Form found on Webcourses).
  - Upload signed approval form to the Milestone 2 assignment by the due date.
- Complete the 5th Semester Survey online.
  - You can find the link to the survey under the Assignments page on Webcourses.
  - The survey will open mid-semester- please refer to Webcourses for specific due dates.

*Students will not be allowed to enroll in EDG 7985: Proposing and Implementing Data-Driven Decisions without an approved Prospectus.*
Summer Semester
- Finalize your committee by mid-semester
  - File your Doctoral Candidacy Form (Webcourses>Forms) with The College’s Graduate Affairs office (cciegrad@ucf.edu) no later than mid-way through summer semester.
- Milestone 3: Successful defense of a DiP proposal
  - Upload signed Proposal Approval form to the Milestone 3 assignment when completed.
  - Also email completed form to cciegrad@ucf.edu.

Students will not be allowed to enroll in dissertation hours without a completed proposal defense.

Year 3

Fall Semester
- For DiPs requiring data collection, plan to have all data collected by end of fall semester.

Spring Semester
- Plan to have a completed first draft of your DiP to your chair no later than May 15 of Year 3.

Summer Semester
- Be sure to review the Checklist for Last Semester at Webcourses>Modules>Resources at the beginning of the semester.
- Graduate!

General Program Policies

Continuous Attendance

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

Time Limitations

You have 9 semesters to complete your Ed.D. in Curriculum & Instruction program. You may
be granted one additional semester to defend with advisor and program coordinator’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


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: https://graduatecouncil.ucf.edu/appeals-committee/

Financial Aid

The Office of 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.

Information on scholarships or other forms of financial aid specific to admitted or enrolled Ed.D. students may be found on our Webcourses page.

Financial Support

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

Student Financial Assistance Office
Millican Hall, Room 107
(407) 823-2827
finaid@ucf.edu
https://finaid.ucf.edu/
https://funding.graduate.ucf.edu/
Non-degree seeking students are not eligible for financial aid.
Student Signature Page

I, ____________________________, have read this Doctoral Student Handbook.

Student Name (print)

I agree to abide by the policies and procedures stated in this handbook.

________________________________________
Student Signature

__________________________
Date