



**College of Community
Innovation and Education**

Ph.D. in Education Program Handbook

2022

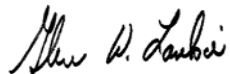
Revised March 2022

**University of Central Florida
College of Community Innovation and Education
Ph.D. in Education Program Handbook**

Dear Ph.D. in Education Student,

It is with great pleasure that we welcome you to the Ph.D. in Education Program at the University of Central Florida. The faculty and staff in the College of Community Innovation and Education (CCIE) look forward to helping you further your professional development and achieve your academic goals. This handbook will be your guide throughout the Ph.D. in Education Program. The handbook will serve as a description of specific requirements, responsibilities, procedures, deadlines, and expectations essential to your success in the program.

Sincerely,



Glenn W. Lambie, Ph.D.
Interim Dean and Professor
The Robert N. Heintzelman Eminent Scholar Endowed Chair
College of Community Innovation and Education

Student Acknowledgement Form
Ph.D. in Education Program Handbook
College of Community Innovation and Education
University of Central Florida

I, _____, have received and read the Ph.D. in
Student Name (print)

Education Program Handbook for the College of Community Innovation and Education. I agree to abide by the policies and procedures stated in the Ph.D. in Education Program's handbook.

Student Signature

Date

Table of Contents

Ph.D. in Education Program Handbook	3
Introduction and Welcome	6
Mission	6
Accreditation	7
Curriculum	8
Minimum Requirements.....	8
Description of Curriculum	8
The Required Core Courses are - 24 Credit Hours	9
Specialization - 18 Credit Hours (minimum).....	10
Dissertation - 24 Semester Hours (minimum).....	12
Additional Program Requirements.....	13
Candidacy Exams	13
Admission to Candidacy	14
Candidacy Examinations.....	15
Examination Committee.....	Error! Bookmark not defined.
Dissertation Information	15
Dissertation.....	15
Selecting a Dissertation Chair	Error! Bookmark not defined.
Selecting a Dissertation Committee	Error! Bookmark not defined.
Committee Member & Student Responsibilities.....	18
Student Responsibilities to the Committee	19
Dissertation Proposal.....	20
Institutional Review Board Proposal (IRB)	21
Dissertation Registration	21
Dissertation Enrollment.....	Error! Bookmark not defined.
Dissertation Formatting.....	21
Dissertation Defense	22
Timelines	23
Selecting a Topic	24
Preparing a Proposal.....	25
Organizing a Dissertation	25
Budgeting your Time	26
Questions/Problems.....	26
General Program Policies.....	27
Continuous Enrollment	27
Time Limitation.....	27
Residency Requirement.....	27
Degree Requirements	28
Prerequisites	28
Transfer Credit	28
GPA in Plan of Study	28
Maximum Hours of Unsatisfactory Grades	29
Review of Performance.....	29
Appeals Process.....	29

Financial Support	Error! Bookmark not defined.
Assistantship/Fellowship Procedures	31
Fellowships.....	Error! Bookmark not defined.
Funding Requirements	31
Assistantships	32
Rules that Govern the Use of Tuition Waiver Monies.....	Error! Bookmark not defined.
Student Loans	34
Additional Financial Resources	34
Personal and Professional Development Opportunities	35
UCF ID & NID.....	37
Schedule of Classes	37
Holds	37
Fee Payments.....	37
Student Records.....	38
Withdrawals	38
Knights E-mail Accounts	38
Student Health Center	38
UCF Card	39
Parking	39
Visitor Information Center	39
Academic Records.....	39
Appendix A: Education Ph.D. Programs of Study.....	42
Appendix B: Required Program Forms.....	52
Appendix C: Example IDS Course Forms	58
Bibliography.....	66

Introduction and Welcome

Welcome to the Ph.D. in Education program. By entering this doctoral 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 few years, you will be engaged in formal learning experiences designed by the faculty specifically for your development to prepare you to enter the professoriate or another research-intensive position. While these formal learning experiences are essential to your professional 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 students will immerse themselves in the culture of the academic environment.

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 plan of study. The basic requirements for the degree program you have entered are in the graduate catalog. All policies regarding your plan of study and procedures for obtaining your degree are available at <http://catalog.ucf.edu/index.php>. In situations where there is conflicting information between any written material and the graduate catalog, the graduate catalog provides the authoritative information. The Ph.D. in Education program in the College of Community Innovation and Education (CCIE) may have additional requirements that are not specified by the College of Graduate Studies as listed in the graduate catalog. The track that you have entered within the Ph.D. in Education program may also have additional requirements.

The following list provides a brief view of the organizational information for program operation.

Interim Dean of the College of Community Innovation and Education: Glenn Lambie, Ph.D.
Interim Associate Dean for Graduate Affairs and Clinical Experiences: Eugene A. Paoline, Ph.D.

Ph.D. in Education Program Track Coordinators:

Counselor Education: Ann Shillingford-Butler, Ph.D.

Exceptional Education: Lisa Dieker, Ph.D.

Instructional Design and Technology: Atsusi Hirumi, Ph.D.

Learning Sciences: Michelle Taub, Ph.D.

Mathematics Education: Sarah Bush, Ph.D.

Methodology, Measurement and Analysis: Debbie Hahs-Vaughn, Ph.D.

Teaching English to Speakers of Other Languages (TESOL): Joyce Nutta, Ph.D.

Teaching, Learning, and Development: Elizabeth Dooley, EdD

Mission:

The College of Community Innovation and Education offers the Ph.D. in Education with tracks in Counselor Education; Exceptional Student Education; Instructional Design and Technology; Learning Sciences; Mathematics Education; Methodology, Measurement and Analysis; Teaching English to Speakers of Other Languages (TESOL); and Teaching, Learning, and Development. The Ph.D. in Education is a research-oriented degree appropriate for educators whose goal is to enter the

professoriate or a position appropriate for this academic preparation. It is the intent of Ph.D. in Education program to be interdisciplinary, allowing flexibility for students who will work in research clusters and learning communities with faculty on education-related research. The Ph.D. in Education is designed for those educators who seek teaching positions in a research university or research-oriented education position in education, business, or industry. The program is also designed for full time study (9 credit hour enrollment in each of the fall and spring semesters), although some tracks have programs of study reflecting possible enrollment of less than 9 credit hours per semester. The program is designed as an immersion in the academic learning community where both formal and informal learning are facilitated by full time enrollment and participation. Please see appendices for information pertinent to the mission and programs of study for each track.

Accreditation:

The University of Central Florida (UCF) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Originally accredited in 1970, UCF was reaffirmed as SACSCOC accredited in 2016.

The Ph.D. in Education, Counselor Education track is accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

Curriculum

Minimum Requirements

The Ph.D. in Education requires a minimum 54 hours of study beyond a master's degree. **Program requirements differ for each individual track.** The track coordinator approves transfer hours (maximum of 9). Students must enroll in IDS 7501: *Issues and Research in Education* and EDF 7475: *Qualitative Research Methods in Education* in their first semester. Most tracks require that students take a full course load (9 credit hours in each semester, fall and spring) their first year in the program and it is highly recommended that they continue full time enrollment until graduation.

The following are minimum program requirements, not graduation requirements:

6 Credit Hours Approved Electives or 3 Credit Hours Internship (differs per track)

9 Credit Hours Specialization

24 Credit Hours Core and Research Foundation

15 Credit Hours Dissertation

54 Credit Hours Minimum total required

Description of Curriculum

The curriculum requires that all students take a core set of courses while allowing individuals to pursue courses that pertain to their respective research interests. As part of the core program, all students are required to complete at least three research methods courses. In addition to the required three courses, an additional elective research methods course is also required. A prerequisite for entering EDF 7403: *Quantitative Research Methods in Education* is EDF 6401: *Statistics for Educational Data* or an approved elective. Please contact your track coordinator for course equivalency or to register for EDF 6401: *Statistics for Educational Data* in the fall semester of your first year.

The Ph.D. in Education core focuses on providing all students with research experiences from the outset of the program. Students will work with faculty mentors on their research. In doing so, students will develop competencies in applied research through apprenticeship experiences. The required core courses also include a beginning seminar course (i.e., IDS 7501: *Issues and Research in Education*) related to major issues in education and the research associated with these issues. At the end of coursework, generally the second-year, students take a capstone course (IDS 7502: *Case Studies in Research Design*) to synthesize the program and prepare students for the dissertation process. Throughout the program, students will be involved in courses that require the development of research projects and the presentation of research results. A student's track may involve courses from outside the College of Community Innovation and Education, pedagogy courses in the College of Community Innovation and Education, additional research methodology courses, or other courses to obtain skills needed for their respective research interests.

The Ph.D. in Education students will progress from: (a) assisting faculty with the faculty member's research to (b) assisting in the design and development of research projects with faculty to (c) the formulation of personal research projects of their own, and finally, to (d) the development of a research project appropriate for the dissertation.

The Required Ph.D. in Education Core Courses are 24 Credit Hours

IDS 7501: *Issues and Research in Education* (3 hours)

- An examination of major issues impacting education and related practical and methodological issues in research.

IDS 7500: *Research Seminar* (variable credit and repeatable; 6 hours)

- An examination of education related research initiatives.

EDF 7475: *Qualitative Research in Education* (3 hours)

- Introduction to the philosophical and conceptual basis of qualitative research methods, strategies for gathering, analyzing, and interpreting qualitative data, emerging issues.

EDF 7403: *Quantitative Foundations of Educational Research* (3 hours),

- prereq: proficiency or EDF 6401 Statistics for Educational Data
- Examination of appropriate methods in applied educational contexts. Consideration of analysis strategies for educational data, emphasis on identification and interpretation of findings.

EDF 7463: *Analysis of Survey, Record and other Qualitative Data* (3 hours)

- Examination of the major elements involved in planning, conducting, and reporting survey research; emphasis is on the design, instrumentation, data analysis and data; interpretation for survey research.

IDS 7502: *Case Studies in Research Design* (3 hours) or approved research elective

- A critical analysis of educational research design.

EDF 7406: *Multivariate Statistics in Education* (3 hours) or approved research elective

- Statistical methods that simultaneously analyze multiple measurements on an individual or object under investigation.

Choose from one of the following Research Electives (3 hours)

IDS 7938: *Research Cluster Seminar*

- An examination of research issues focusing on interdisciplinary inquiry in education.

EDF 7406: *Multivariate Statistics in Education*

- Statistical methods that simultaneously analyze multiple measurements on an individual or object under investigation.

EDF 7405: *Quantitative Methods II*

- Correlation, regression, path analysis, and structural equation modeling in educational studies. Use of path analysis and structural equation modeling to test theory.

EDF 7415: *Latent Variable Modeling*

- This course introduces students to the propriety, fit, parsimony, interpretation and power analysis of latent variable measurement and causal models.

EDF 7473: *Ethnography in Qualitative Research*

- Exploration and integration of theories and practices of naturalistic, field-based studies of educational settings, proceeding from conceptualization, through data collection and analysis, to results presentation.

EDF 7474: *Multilevel Data Analysis in Education*

- The course will consider the statistical foundations of multilevel linear models, also known as hierarchical linear models (HLMs), and focuses on their application in education and behavioral sciences.

EDF 7488: *Monte Carlo Simulation*

- Students are taught how to generate univariate and multivariate data under various parametric conditions for the purpose of exploring the limits of analytical procedures.

Specialization - 18 Credit Hours (minimum)

Most Ph.D. in Education tracks require more than the minimum 18 credit hours.

Specialization consists of courses in the chosen track, which may be courses allied to the tracks from other colleges and departments in the university. The specialization area may involve courses from outside the College of Community Innovation and Education, pedagogy courses in the College of Community Innovation and Education, additional research methodology courses, and other courses to obtain specific skills needed for respective research interests. Within each specialization area, there will be a specified number of credit hours required.

A doctoral internship (3 hours minimum) is required in most of the Ph.D. in Education tracks. The internship will typically involve supervised teaching at the university level.

The graduate catalog contains the official listing of the Ph.D. in Education plan of study.

<https://www.ucf.edu/catalog/graduate/#/programs>

Required Specialization courses (including credit hours per course) for each track:

Counselor Education track (See adviser for any additional required courses)

MHS 7406 Advanced Theories in Counseling	3
MHS 7700 Literature and Leadership in Counselor Education	3
MHS 7311 Scholarship and External Funding in Counselor Education	3
MHS 7730 Research Seminar in Counselor Education	3
MHS 7611 Supervision in Counselor Education	3
MHS 7801 Advanced Practicum in Counselor Education	3
MHS 7497 Advanced Multicultural Counseling	3
MHS 7840 Internship in Counselor Education	6

Exceptional Education track (See adviser for additional required courses)

EEX 7936 Current Trends & Issues in Exceptional Education	3
EEX 7527 Professional Writing/Grant Writing in Exceptional Education	3
EEX 7766 Technology Research/Training in Exceptional Education	3
EEX 7428 Personnel Preparation in Exceptional Education	3
EEX 7320 Program Evaluation and Planning in Special Education	3
EEX 7865 Internship in College Instruction in Special Education	3
EEX 7866 Internship in Practicum Supervision in Exceptional Education	3

Instructional Design and Technology track (See adviser for any additional required courses)

Cognates or electives approved by adviser	9
IDS 6504 Adult Learning	3
IDS 6503 International Trends in Instructional Systems	3
EME 7634 Advanced Instructional Systems Design	3
EME 7942 Doctoral Internship in Educational Technology	3

Learning Sciences track (See adviser for additional details)

Students will select at least 2 courses from the following:

EME 6938 - ST: Research on Advanced Learning Technologies	3
EME 6938 - Theoretical Foundations of the Learning Sciences	3
EME 6938 - ST: Metacognition	3

ELECTIVES (6 Hours) Students will select at least 2 courses from the following disciplines:

Psychology (PSY) Statistics (STA) [*can include the SAS Data Mining Graduate Certificate (15 credit hours)*]
Philosophy and Cognitive Science (PHI) [*can include the Cognitive Sciences Graduate Certificate (18 credit hours)*]
Computer Science (CS) Multidisciplinary Neuroscience Alliance (MDNA) interdisciplinary program

Mathematics Education track (See adviser for additional required courses)

MAE 7640 History of Mathematics Education	3
MAE 7795 Seminar on Research in Mathematics Education	3
MAE 7945 Internship in Mathematics Education	3
Electives	12

Methodology, Measurement, and Analysis track (See adviser for any additional required courses)

EDF 7427 Psychometrics	3
EDF 7405 Quantitative Methods II	3
EDF 7476 Advanced Research Methods	3
EDF 7406 Multivariate Statistics in Education	3
EDF 7474 Multilevel Data Analysis in Education	3
EDF 7415 Latent Variable Modeling in Education	3
EDF 7xxx Internship	3
Electives	6

TESOL (See adviser for additional required courses)

TSL 6643 Diachronic Analysis Second Language Acquisition Processes	3
TSL 6379 Second Language Literacy	3
TSL 6600 Second Language Vocabulary Acquisition	3
TSL 6252 Sociolinguistics for ESOL	3
TSL 7006 Second Language Teacher Education	3
Cognate Courses	9

Teaching, Learning, and Development (See advisor for any additional required courses and the 12 hours of specialization core courses in your approved discipline)

EDG 7921 Critical Issues in Teaching, Learning, And Development	3
EDG 7951 Professional Scholarship and Grant Writing in Teaching, Learning, and Development	3
EDG 7981 Research in Teaching, Learning, and Development Seminar	3
EDG 7948 Internship in Teaching, Learning, and And Development	3

Dissertation--15 Semester Hours (minimum)

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

Additional Program Requirements

Please note that individual tracks may have additional requirements, which are in a supplemental handbook for the specific track or specialization area. In the absence of a supplemental handbook, the requirements listed in the university catalog and this handbook are definitive. Supplemental handbooks must be in accordance with university, college, and program handbook and may not run counter to explicit statements contained herein.

Sample Plan of study

A sample plan of study below shows how a full-time student may complete the requirements in three years. However, we recognize that some students may take more than three years, depending on their research interest and dissertation design. If students have financial awards, they should investigate the length of time that the financial support will continue. Every attempt to complete your degree should be made within the seven-year allotment (see additional detail regarding time limitations on page 28).

Year 1

Fall, Semester 1 (9 Credit Hours)

IDS 7501 Issues in Research in Education (3 Credit Hours)

EDF 7475 Qualitative Research in Education (3 Credit Hours)

Track Specialization (3-6 Credit Hours)

EDF 6401 if needed

Spring, Semester 2 (12 Credit Hours)

EDF 7403 Quantitative Foundations of Educational Research (3 Credit Hours)

Track Specialization (6-9 Credit Hours)

Summer, Semester 3 (9 Credit Hours)

EDF 7463 Analysis of Survey, Record, and Other Qualitative Data (3 Credit Hours)

Track Specialization (6 Credit Hours)

Year 2

Fall, Semester 4 (9 Credit Hours)

IDS 7500 Research Seminar in Education (3 Credit Hours)

Track Specialization (3-6 Credit Hours)

Spring, Semester 5 (9 Credit Hours)

IDS 7938 Research Cluster Seminar or Research Method Elective (3 Credit Hours)

IDS 7500 Research Seminar in Education (3 Credit Hours)

Track Specialization (3-6 Credit Hours)

Summer, Semester 6 (9 Credit Hours)

IDS 7502 Case Studies in Educational Research Design (3 Credit Hours)

Additional Research Methods (3 Credit Hours)

Track Specialization (3 Credit Hours)

Students will complete the comprehensive examination in late spring or summer of year 2. Students will also develop their dissertation committees in conjunction with their adviser and are encouraged to hold their formal dissertation proposal meeting by the end of summer year two.

Year 3

Fall, Semester 7 (9 Credit Hours-or variable)

7980 Dissertation

Spring, Semester 8 (6 Credit Hours-or variable)

7980 Dissertation

Summer, Semester 9 (If additional Credit Hours are needed) students must be registered for at least 1 semester hour, per dissertation chair approval, in order to graduate during the semester in which they plan to graduate.

7980 Dissertation

Filing the Plan of Study

Students are required to file a plan of study developed with their adviser. The plan of study consists of all required coursework, the timeline, and the sequence of courses. The student, the student's adviser, and the track coordinator sign the plan of study. **File the plan of study with CCIE Graduate Affairs during the first year of study in the Ph.D. program.** While the plan of study provides for a rudimentary guide for the student's coursework, alterations to the plan of study are possible based upon the student's performance in the program during the qualifying process or during yearly evaluations of the student's progress or during the comprehensive examination. The plan of study form is due by the end of the second semester and submitted to the CCIE Graduate Affairs office (ED 115). The adviser and the Associate Dean for Graduate Affairs and Faculty Excellence for the College of Community Innovation and Education approve all/any subsequent changes or deviations in the plan of study. In addition, the adviser approves course substitutions.

Examination Requirements

Qualifying Exams

Some tracks may require a qualifying exam or process, which is typically completed during the first year of study.

Admission to Candidacy

Before students can enroll in dissertation hours, they must have an approved committee on file with the College of Graduate Studies and must have successfully completed their

comprehensive examination and have the results reported to the CCIE Graduate Affairs Office. This can be done via a letter from the adviser detailing time and date of the written and oral examination and those present at the oral examination indicating a grade for the examination, or the student can have the committee sign the comprehensive exam report form contained in this manual. Report candidacy exam results by completing the comprehensive exam report form found in Appendix B.

Status as Candidate

Students must continue to enroll for at least three semester hours of dissertation credit each semester after attaining candidacy status until the oral defense of the dissertation has been successful. Post-candidacy enrollment is allowed for a maximum of four years, subject to the seven-year time limitation.

Candidacy

To enter candidacy for the Ph.D. in Education, students must have an overall 3.0 GPA on all graduate work included in the planned program, pass all comprehensive examinations, and have an approved committee form on file. Students must also have completed all CITI training requirements.

Prior to filing for candidacy, the student must have completed all coursework (including Incomplete grades) in the plan of study with the exception of courses in which they are currently enrolled and expect to complete before beginning dissertation hours. A student not completing an incomplete grade within one calendar year will automatically receive the grade of “F” for the course.

Candidacy/Comprehensive Examinations

Prepare to take comprehensive examinations prior to admission to candidacy and in the last semester of coursework. The purpose of the Candidacy/Comprehensive Examinations is for the student to demonstrate a depth and breadth of knowledge in the field of study, including theory and research methodology. The student and adviser jointly schedule examinations. Complete the Comprehensive Examination application, Appendix B. Check the deadline and submit the completed form to the Graduate Affairs office.

Ph.D. in Education candidates complete a minimum of two examinations:

- a) 8-hour written examination
- b) 3-hour oral examination

The oral examination will take place after the committee has had an opportunity to read the written examination. The oral examination will provide the student the opportunity to clarify and/or expand their responses to the written examination.

Students must be enrolled in the university during the semester an examination is taken. The exact format of the examination will be determined by the student’s committee and by faculty in that track.

A simple majority of the committee voting to pass the candidate is required for successful completion of the comprehensive examination, which meets one of the requirements to enter candidacy.

In the judgment of the committee, if a student is successful in only one part of the examination (written or oral), the committee may require the student to retake the portion of the examination for which they were unsuccessful within one semester of the examination date. If the committee deems that the student is unsuccessful in the second attempt, it will be considered that they have failed the examination, and therefore must retake both parts of the examination no sooner than three months from the date of the original exam.

The committee will determine remediation subsequent to an unsuccessful examination. A remediation plan may include further coursework, independent study, and/or individual mentoring.

The student may retake a comprehensive examination once at the recommendation of the examining committee. A student will be placed in a non-degree status upon failure to complete the examination successfully the second time.

Comprehensive Examination Committee

Typically, the examination committee is composed of at least three members of the faculty in which the candidate is taking the majority of coursework. The committee chair must be a faculty member who holds graduate faculty status and is a faculty member in the track in which the student is studying. The chair may be the student's doctoral adviser or dissertation chair. In most cases, the dissertation advisory committee also constitutes the comprehensive examination committee. It is the responsibility of the chair to assemble appropriate questions based on the student's particular plan of study. It is appropriate for the chair to develop questions with input from the other committee members.

Dissertation Requirements

Dissertations are required in all tracks of the Ph.D. in Education program. College of Community Innovation and Education doctoral candidates will follow the current APA (American Psychological Association) guidelines and guidelines of the UCF Dissertation and Thesis Handbook: http://www.students.graduate.ucf.edu/ETD_process/.

University Dissertation Requirements

The College of Graduate Studies [Thesis and Dissertation](#) page contains information on the university's requirements for dissertation formatting, format review, defenses, final submission, and more. A step-by-step completion guide is also available at [Completing Your Thesis or Dissertation](#).

All university deadlines are listed in the [Academic Calendar](#). Your program or college may have other earlier deadlines; please check with your program and college staff for additional deadlines.

The following requirements must be met by dissertation students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form well before the defense
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)

- Submit signed approval form by final submission deadline
- Submit final dissertation document by final submission deadline
- Submit IRB closure letter to Graduate Affairs before final submission deadline

Students must format their dissertation according to the standards outlined at [Formatting the ETD](#). Formatting questions or issues can be submitted to the Format Help page in the [Thesis and Dissertation Services](#) site. Format reviews and final submission must be completed in the [Thesis and Dissertation Services](#) site. The Dissertation Approval Form is also available in the Thesis and Dissertation Services site, <https://graduate.ucf.edu/thesis-and-dissertation/>.

The College of Graduate Studies offers several thesis and dissertation [Workshops](#) each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

Selecting a Dissertation Chair

Selection of a dissertation chair typically takes place in the latter part of the second year of study. Some students may have a particular faculty member in mind with whom they would like to work. A faculty member may request that a student work with him or her. A dissertation chair may or may not be the same person as the student's program adviser. A dissertation chair must have graduate faculty status at UCF and be a faculty member in the College of Community Innovation and Education unless the track is a shared track with another college. There are several reasons why a dissertation chair and program adviser may not be the same person:

1. The program chair is not yet qualified to direct dissertations.
2. The student and program chair do not have the same research interests.
3. The student and program chair have personality differences, which would make working together on a dissertation a difficult task for both.
4. The student's program adviser is unable to direct a dissertation because of current load and responsibilities.
5. The track you are in may have a system of advisement that does not require a single person to be identified as your program adviser.

The Doctoral Program Track Coordinator and the appropriate adviser approve committee members. When you are ready to find a dissertation adviser, you should first discuss your need with your program adviser and with the Coordinator of the Doctoral Program. You may have a particular faculty member in mind with whom you would like to work. A faculty member might request that you work with him or her. That information should be shared with your program adviser and with the Coordinator of the Doctoral Program. The Coordinator will then initiate the Change of Adviser procedure. Changes in advisers must be approved by the Coordinator of the Doctoral Program and the appropriate Academic Unit Leader (e.g., Department Chair or School Director).

Clark (2007) stated, “like Yoda, a good advisor provides guidance, direction, wisdom, support, and vision—all of which can enable you to grow as a student and scholar” (p. 139).

Traits of Effective Dissertation Advisors

The best kind of dissertation advisor	Useful sources of information about potential dissertation Chairperson &/or Committee Members
1. He or she is well respected by colleagues and students.	Students who have graduated & ones currently working on their dissertations. Other faculty members whom you know well.
2. He or she is an expert in the field (or subject) of your potential dissertation study.	Evaluate the potential faculty members’ courses & review their writings to see how pertinent they are to your topic.
3. He or she supports the research problem you have chosen and/or helps you find a more appropriate & achievable research problem.	Other students who have had this faculty member on their dissertation committee. Other professors whom know you well.
4. He or she will be available to give both verbal & written feedback promptly & at the time you need it.	Other students who are acquainted with the potential dissertation committee member’s style & work.
5. He or she is a strong, convincing supporter of advisees & has the courage to defend students in front of other professors, which may be necessary during the research process & particularly at the end when the study is submitted for final evaluation.	Other students who have studied under the potential dissertation committee member & other faculty & staff whom he or she was worked with (e.g., <i>secretaries, technicians, graduate assistants</i>).
6. He or she is consistent in giving advice. Does <i>not</i> continually ask for revisions that are to contain new elements.	Other students who have worked with the potential dissertation committee member.
7. He or she works amicably with other members of your dissertation committee. Helps you select suitable committee members.	Other students & faculty members who know you well & whose judgments you trust.
8. He or she is responsive to your inquiries via telephone or e-mail & available to meet with you.	Your experience with the potential dissertation committee member (e.g., <i>Has he or she responded to your e-mails and/or telephone messages promptly?</i>).

Note. Adapted from *Theses and dissertations: A guide to planning, research, and writing* (2nd ed.), by R. M. Thomas and D. L. Brubaker, 2008, Westport, CT: Bergin and Garvey.

Roles & Responsibilities of Your Dissertation Chair (Butin, 2010)

1. Read your work
2. Offers constructive criticism
3. Be able to guide you when you are lost
4. Acts as your ally and buffer with your committee
5. Knows if your topic is feasible and valuable
6. Knows the pitfalls of your approach
7. Helps you even after you graduate (adapted from p. 30)

Selecting a Dissertation Committee

Once a student has a dissertation chair, then together they will select a dissertation committee. A dissertation committee will include a minimum of four faculty members, one of whom must be a faculty member from outside the student's program track. Students may have a maximum of seven members.

The selection of your committee members is a joint decision made by students and their dissertation chair. Committee members are typically selected because of their research interests and expertise related to the student's topic. Candidates are responsible for contacting the individual faculty members to see if they are willing to serve on their committee. The [Doctoral and Thesis Advisory Committee Form](#) is found online for students to complete an initial committee formation. This form is also used in the event of a committee revision. Upon submission of the form, committee members will receive email notification to review and sign the form, indicating their approval to serve on the committee. The Doctoral Program Track Coordinator, Department Chair, or School Director grants the approval of a dissertation committee. The College of Graduate Studies will notify students of their approved committee status using the knights email address.

A dissertation topic choice drives the selection considerably, but so does the student's ability to work with the faculty. Students may consider with whom they have worked well in the past, what they believe are the most important characteristics of an adviser/committee, and choose a faculty member that encompasses some or all of those characteristics.

Sometimes students may have limited choices available for their committee; therefore, flexibility is important in these scenarios. Interdisciplinary topics may require more committee members from more than one department or college.

Dissertation Committee Selection (Joyner, Rouse, & Glatthorn, 2013)

1. Availability
2. Reputation for Responding Promptly and Constructively
3. Interest in Your Research Topic
4. Interpersonal Compatibility
5. Research Skills
6. Complementary (*chair is to complement you – what student lacks, the chair is able to supply*)

Committee Member & Student Responsibilities

Once a faculty member agrees to serve on a dissertation committee, he or she provides appropriate feedback to the student on the proposal and on the dissertation. Committee members are expected to attend a minimum of two committee meetings: (a) the proposal presentation and (b) the final dissertation defense. The committee members provide their feedback about the student's progress either directly or through the dissertation adviser. Agree upon procedural functions at the proposal presentation.

The role of a chair/adviser is to:

- Provide guidance.
- Respond to work from the student within a reasonable time.
- Be reasonably consistent in advice.
- Protect the student from unreasonable demands.
- Assist the student at those times when the voice of a faculty member advocate is necessary.
- Aid the student in pursuing the thesis/dissertation project.

Committee members may serve as experts in specific areas, such as methodology and/or the topic itself. The student is the author of their dissertation, but the committee will guide them in shaping their argument and content. In this sense, a dissertation is a collaborative work that evolves through discussion over time.

Student responsibilities to the committee:

- Perform tasks according to timeline.
- Do what you say will be done when promised (or explain why it cannot be done).
- Display integrity in research and writing.
- Maintain consistent communication with your committee monthly.
- Prepare documents for comments, suggestions, and feedback.
- Follow a method of presentation that effectively uses the adviser's and committee's time.
- Be reasonable in making demands on the time of the adviser and the committee.
- Show initiative, while being open to suggestions and to advice.

Dissertation Information

Dissertation Proposal (*UCF information*)

The dissertation proposal is a document, in which doctoral candidates share with their committee, which explains what they want to do for research, why they want to do it, and how they will do it. The proposal is not the first three chapters of their dissertation and should not be written with that thought in mind. The specific form of the proposal will vary at the discretion of the dissertation chair. The proposal will address the rationale for the study, a thorough literature review, a statement of the problem, the anticipated significance of the study, research questions, related hypotheses, procedures, target population/s, instrumentation, and data analysis. It is important that the student work closely with their dissertation adviser on specifics regarding proposal. Please be advised that some of the dissertation proposals may be written as part of the student's coursework in IDS 7502: *Case Studies in Research Design*. However, doctoral candidates must speak with their dissertation chair regarding proposal requirements specific to their track.

When doctoral candidates are ready to present their proposal to the committee, their adviser will work with them to find a time and place for your proposal presentation. Students should schedule a minimum of a two-hour block of time for the presentation of their proposal. Doctoral candidates should assume the responsibility of finding a convenient time and place for their committee to meet. Candidates can secure logistical and technological needs including a room for the meeting by working with the appropriate designee in the Dean's Office.

Once a committee has approved the proposal and signed the Dissertation Proposal Approval Form, the student should deliver it along with a copy of the proposal to the Graduate Affairs office in the Education Building, RM 115. Contact the Graduate Affairs Office for questions at: (407) 823-5369.

Dissertation Proposal (*in the literature*)

The dissertation proposal is a significant stage of the dissertation process. The dissertation proposal provides a rationale and road map to the dissertation study (Clark, 2007). The primary function or purpose of the proposal is to *argue* for the work of the topic selected for the thesis or dissertation. Its goal is to convince a knowledgeable audience that (a) the project is worth doing, and (b) the project can be done using the methods specified and the time allotted (Clark, 2007, p. 43; some adaptation of format).

In addition, Clark suggested that a dissertation proposal should (a) address a problem or question that other professionals (e.g., educators, researchers) have investigated unsuccessfully, (b) identify a "gap" in the literature and research that necessitates clarification, (c) conduct a study that needs to be replicated and/or modified, and (d) investigate and analyze data in a new way and/or test theory within a new context.

Joyner, Rouse and Glatthorn (2013) suggested that the requirements of a dissertation vary amongst universities and programs; however, most dissertation proposals include three major components: (a) introduction to the study (*Chapter 1*), (b) review of the literature (*Chapter 2*), and

(c) research design and methodology (*Chapter 3*). There are two types of dissertation proposals: (a) *the comprehensive proposal* and (b) *the working proposal* (Joyner et al., 2013). “The comprehensive proposal is a very detailed and full description of the proposed research. It essentially represents the first three chapters of your dissertation” (Joyce et al., 2013, p. 134). “The working proposal is a briefer form that has only enough detail to get you started in the research” (Joyce et al., 2013, p. 134).

Institutional Review Board and Proposal (IRB)

All dissertations that involve human subjects in collecting data, including surveys and interviews, must obtain approval from the IRB. **Prior** to starting any research involving human subjects (including projects completed in IDS 7500, IDS 7938, or independent projects) students must have IRB approval. IRB approval often takes three to four weeks, so planning is imperative. Failure to obtain proper approval could jeopardize the candidate’s progress in the program. When your research is concluded, you must also **CLOSE** your research study with IRB. Visit the Office of Research at the University of Central Florida at www.research.ucf.edu and follow the Ethics & Compliance link for the online IRB Training Program. CCIE also has a dedicated Research Office for its students and faculty housed in the Education Complex building, Room 106: <https://ccie.ucf.edu/research/>.

Dissertation Registration

Dissertation research is a full-time effort, and post-candidacy enrollment in at least three doctoral dissertation (XXX 7980) credit hours constitutes full-time graduate status. Doctoral students who have passed candidacy and have begun taking doctoral dissertation hours (XXX 7980) must enroll in at least three dissertation hours each consecutive semester (including summers, without skipping a semester) until completion of minimum program coursework and dissertation hours. After which, with approval of the dissertation chair or adviser, students may enroll in a minimum of one dissertation hour per semester. Students who need to interrupt their dissertation work for extenuating circumstances must submit a Special Leave of Absence Form (SLOA) (See page 28 for additional details) to the College of Graduate Studies. Submission and approval of the online form must be obtained prior to the first day of classes for the term of non-enrollment. Doctoral candidates do not have access to enroll themselves in dissertation hours without permission. **Please contact a Graduate Coordinator in Graduate Affairs (ED 115) for access to enroll in dissertation hours each semester.**

Dissertation Formatting

The Graduate Studies *Thesis and Dissertation Manual* describes UCF's formatting requirements for dissertations and outlines the steps graduate students must follow to submit their dissertations to UCF Graduate Studies for binding. Graduate students can obtain the manual from <https://graduate.ucf.edu/thesis-and-dissertation/>

Additionally, the Thesis/Dissertation Editor maintains online workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a dissertation (<https://graduate.ucf.edu/online-workshops/>). Those students who have just passed Candidacy are strongly encouraged to visit the online offerings and workshop.

Doctoral students submit their dissertations electronically. Electronic thesis/dissertation (ETD) submissions are archived by the UCF library in digital format and will be more widely accessible. In addition, students will have the opportunity to use video and audio clips as well as other formats that may be appropriate for their field of study.

All dissertations that use research involving human subjects, including surveys, must obtain approval from an independent board, the Institutional Review Board (IRB), for this prior to starting the research. Graduate students and the faculty that supervise them are required to attend training on IRB policies, so this needs to start well in advance of the research start date. It is imperative that you follow proper procedures when using human subjects in research projects. The Office of Research provides information about this process at: <http://www.research.ucf.edu>. Click on "Compliance" and the IRB Policy and Procedures Manual is available. In addition, should the nature of the research or the faculty supervision change since the IRB approval was obtained, then new IRB approval must be sought. Failure to obtain this prior approval could jeopardize receipt of the student's degree. Upon conclusion of your research study, **you must notify IRB to close your study**. This may be completed by sending IRB an email.

Dissertation Defense

A majority vote of the advisory committee constitutes final dissertation approval. Further approval is required from the Dean or Dean Designee of the College of Community Innovation and Education and the Dean or Dean Designee College of Graduate Studies before final acceptance of the dissertation in fulfilling degree requirements.

There are several steps within the defense procedure, and each one takes time. Candidates should schedule their final defense during the semester they intend to graduate. It is critical to plan each step so that all deadlines are met, including filing the Intent to Graduate Form through the Student Center on myUCF (See academic calendar for deadline for filing).

After feedback and approval of the document, candidates should submit copies of their completed dissertation to each committee member and the dissertation chair. Students are encouraged to work with their dissertation chair on a regular basis by submitting sections/chapters of their work, getting feedback, and making revisions along the way. The dissertation chair may want to submit chapters on a regular basis to committee members for feedback as well.

Remember, faculty members who serve on a committee are very busy people. Candidates must give faculty adequate time to read and react to your dissertation. The turnaround time of 10 to 14 days is minimal, so plan accordingly.

Doctoral candidates ready to defend their dissertation to their committee must take the responsibility for organizing the time of the defense. Students will secure a room through the Dean's Office in the College of Community Innovation and Education. Students should schedule at least a two-hour block of time for a final defense and keep in mind university deadlines. The Executive Conference Room (ED 306) is reserved for final dissertation defenses. Students may also schedule a virtual defense with the approval of their dissertation chair.

Doctoral candidates must submit a Dissertation Defense Announcement, at least two weeks prior to the meeting. For further details, contact a Graduate Coordinator in the Graduate Affairs office. Students are responsible for knowing and honoring all deadlines related to the final dissertation defense, including forms.

Students should make sure they have the signature form in the approved format and present it at the defense. The signature form can only be accessed by the candidate via the Thesis and Dissertation Services website at: <https://graduate.ucf.edu/thesis-and-dissertation/>. It is not necessary for the candidate to provide refreshments for the dissertation defense. Students should work with their adviser to submit their final dissertation to iThenticate (faculty who do not have an account can contact rcr-ucf@ucf.edu) and complete the associated form that is required for graduation – the Thesis/Dissertation Attachment.

Note: Poor planning of the defense, revisions and format review of the dissertation will delay your graduation!

Timelines

Meeting deadlines and creating deadlines are essential so doctoral candidates are not caught in a time bind which can prevent them from graduating. It is critical that the committee members have ample time to devote to reading and responding to the dissertation. All members of a committee have a vested interest in seeing the candidate submit their best work and want the final dissertation to be a work that will reflect well on the collective academic efforts.

Graduation

An 'Intent to Graduate' (ITG) form must be submitted electronically on the myUCF portal. Students may view when the intent to graduate is available on the UCF academic calendar and should plan to **file the semester prior to their anticipated graduation semester**. The ability to file online opens at midterm of the semester prior to the semester of graduation. Intent to Graduate forms should be filed online no later than the last day of registration for the semester of graduation.

Overview of Process

The process of writing a dissertation consists of pre-dissertation activities (courses, readings, etc.); selection and definition of a topic (30%); research and analysis (35%); writing, revising, editing, and proofreading (35%); and acceptance by your committee.

Selecting a Topic

Step 1

- Think about general areas of interest.
- Try to move from these general areas to specific topics.
- Begin building a file of research ideas.

Step 2

- Review award-winning dissertations in your field or related fields.
- Review recent dissertations in your field at various universities.
- Ask your adviser or other faculty to recommend dissertations for you to review.
- Remember to ask them why they think these projects are good examples for you.

Step 3

- Is there a need for research?
- Is the topic amenable to research methods?
- Can I finish it in a reasonable time?
- What possible outcomes of the research can I predict?
- Do I have the capabilities and interest to complete it?
- Does it offer room for professional development later?
- Does it make a contribution?
- Will the topic be acceptable to my adviser/committee?

Step 4

- Plan a search strategy for your selected topic(s). (See your adviser or librarian for help)
- Define and redefine your topic(s) as completely as possible.

Preparing a Proposal

The proposal document varies by track, college, and by department. In general, it includes:

- Problem, hypothesis, or question
- Importance of research (why it is worthy of research)
- Significant prior related research
- Possible research design and methodology
- Potential outcomes of research and anticipated significance

Elements of a Dissertation Proposal (Clark, 2007, pp. 54-55)

- 1. Establishing the Background & Context of the Research Problem or Question**
 - a. Members of the dissertation committee may not be familiar with the topic you plan to address – by establishing the background & context, you are helping them understand why the problem or question you plan on discussing is relevant.
- 2. Explaining the Problem, Issue, or Question Set Within the Context of the Field**
 - a. What makes the topic significant?
 - b. What other work has been done on the topic?
- 3. Defining Key Terms**
 - a. Each discipline uses particular terms, which may need explanation or clarification for a committee – defining these terms will enable your audience to understand their relevance to your project.
- 4. Showing that the Proposal Writer is Familiar With Relevant Literature**
 - a. A solid review of the literature will enable you to “*enter the conversation*” and help establish your credibility as a scholar.
- 5. Explaining the Approach, Theory, or Method that will be Used**
 - a. Why did you choose this particular approach, theory, or method?
 - b. What makes it superior to others?
- 6. Describing a Likely Structure for the Final Product that will be Written & Time Schedule for Completing the Project**
 - a. A clear plan for completion indicates your thoroughness in envisioning the project, contributing to your credibility.

Organizing a dissertation

The dissertation varies by college and by department. In general, it includes:

- Introduction
- Review of research/literature
- Research methods
- Results
- Analysis of results
- Summary and Implications
- Dissertations may be organized in nontraditional formats as indicated in the Dissertation Manual and pending committee approval

Format Guidelines are published in the Dissertation Manual Provided by UCF's College of Graduate Studies.

Budgeting your time

- Determine how many hours per day/week and the times of the day you are available to work on your dissertation.
- Determine where you will work and organize your work area(s). Decide how you will keep your records. Documentation/references are not an afterthought. Reliable citations = credibility. Review your past work and note areas in project management in which you can improve. Prepare an overview schedule for the dissertation. Try to plan for continuous progress based on the hours/times you are available to work on your thesis/dissertation.
- Prepare a more detailed schedule for each major part of the dissertation.
- Decide whether to delegate any of the tasks (for example: editing, proofreading, word processing, copying, research, preparation of figures).
- Consider possible problems (lost work, unforeseen data, delays of reviews, faculty unavailable, family events, holidays, etc.) and how you might avoid or remedy them. Ask your adviser to review your plan and provide suggestions.
- Evaluate your plan as you use it; revise it when necessary.

Questions/Problems

- Talk with your adviser about the topic.
- Talk with your graduate coordinator regarding registering for hours/forms.
- Talk with other graduate students.
- Learn to adapt your work in the least time-consuming way.
- Accept that unavoidable delays occur, and revise your plan accordingly.

The College of Graduate Studies at UCF is the home of the Electronic Thesis and Dissertation (ETD) department that offers support to graduate students working on a thesis or dissertation. They review your dissertation manuscript to be certain it meets UCF formatting requirements and they assist you in submitting your final copy. https://ww2.graduate.ucf.edu/ETD_Student_Services/

General Program Policies

Continuous Enrollment and the Leave of Absence Form

Graduation policy allows students to fulfill degree requirements as listed in the UCF Graduate Catalog during the student's most recent period of 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 submit a Special Leave of Absence Form. Failure to do so will jeopardize a student's standing in the program. More information regarding a leave of absence can be viewed at: <http://catalog.ucf.edu/content.php?catoid=12&navoid=911#special-leave-of-absence>

Dissertation research is a full-time effort, and post-candidacy enrollment in at least three doctoral dissertation (XXX 7980) credit hours constitutes full-time graduate status. Doctoral students who have passed candidacy and have begun taking doctoral dissertation hours (XXX 7980) must enroll in at least three dissertation hours each semester (including summers, without skipping a semester) until completion of minimum program coursework and dissertation hours. After which, with approval of the dissertation chair or adviser, students may enroll in a minimum of one dissertation hour per semester. Candidates who need to interrupt their dissertation work for extenuating circumstances must submit a Special Leave of Absence Form to the College of Graduate Studies. Submission and approval of the form must be obtained prior to the first day of classes for the term of non-enrollment.

Time Limitation

A student has seven years from the date of the earliest doctoral program coursework to complete the dissertation. If the seven-year limit is exceeded, the candidate must submit an appeal that may or may not grant the candidate the opportunity to continue. In some cases, the candidacy examinations as well as coursework may need to be updated and/or repeated.

Residency Requirement

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

Degree Requirements

Prerequisites

Master's degree in education, or related field, with an emphasis related to one of the 8 tracks in the Ph.D. program:

Counselor Education; Exceptional Education; Instructional Technology; Learning Sciences; Mathematics Education; Methodology, Measurement and Assessment; Teaching English to Speakers of Other Languages (TESOL); and Teaching, Learning, and Development, including master's level competency in educational research and statistics.

Transfer Credit

The number of transfer credit hours applied to the course requirements for a doctoral degree may not exceed nine semester hours. Transfer credit may include only graduate hours awarded by an accredited institution toward post-master's degree work. The transfer credit allowed will be determined on a case-by-case basis by the graduate adviser and the Associate Dean for Graduate Affairs and Faculty Excellence. Post-master's degree credit taken at UCF prior to admission as a post-baccalaureate student is treated the same as transfer credit in determining number of hours that can be brought into the doctoral program.

GPA in Plan of study

A graduate student's GPA is calculated by all courses taken in the graduate program. A minimum 3.0 GPA is required to maintain graduate student status, earn candidacy, and qualify for graduation.

In any term where the GPA drops below a 3.0, the student is placed on academic probation for a maximum of 18 semester hours. If the student has not attained an overall graduate GPA of 3.0 in the plan of study at the end of the 18 semester hours, the student will be dismissed from the program with no opportunity for readmission.

Individual tracks may have specific requirements regarding academic status within the track. Please see your adviser for more information regarding your specific track.

No graduate level courses with a grade of "D" or lower are acceptable in a plan of study. In addition, no undergraduate courses or graduate transfer courses with a grade of "C" or lower or are acceptable in the plan of study. Students cannot alter their plan of study due to poor academic performance.

Graduate students whose overall GPA falls below 3.0 may be in jeopardy of dismissal from their program.

Maximum Hours of Unsatisfactory Grades

A student may earn a maximum of 6 semester hours of “C” grades in the plan of study. The final plan of study may not contain unresolved “I” (incomplete) grades. A student can repeat a course to provide a better grade; however, **there is no forgiveness policy on graduate grades.** Both grades are included in the GPA in the plan of study. Exceeding 6 semester hours of unsatisfactory (more than 6 semester hours of “C” or unresolved “I”) grades is reason for program dismissal.

Some tracks may have qualifying courses in which a grade of “C” is unsatisfactory for continuation in the Ph.D. in Education. In such instances, the student will be reverted 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 revert 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.

A degree program may revert any graduate student to non-degree status at any time when, in its judgment, the individual is deemed incapable of successfully performing at required standards of excellence. If a student is reverted to non-degree status, reinstatement to graduate student status can occur only through a formal appeal process.

Appeals Process

When unusual situations arise, a petition is required for exceptions to policy. Requests are made in writing for consideration of exceptions to procedures or rules established within the tracks. Use a petition form for this request. If the exception is solely to a Ph.D. in Education or track policy or rule, the petition is resolved internally in the college. If the petition concerns a university policy, it is forwarded to the College of Graduate Studies for final review and recommendation. Should the student wish to appeal the decision of CCIE or the College of Graduate Studies, the student may request in writing to the appropriate committee. The Graduate Appeals Committee is the final authority on petitions.

Financial Support

Graduate education is an important investment for both the student and the community. Graduate education enables students to enter new career fields with more choices as to their work assignments. It provides enrichment and a deeper understanding of a chosen field. Educated employees improve the quality of life in the State of Florida. The cost of this investment is very reasonable. A student's basic expenses at the university will be for tuition, course-related fees, textbooks, other instructional supplies, room and board, and miscellaneous items.

Students may inquire about these opportunities at the following offices:

Fellowships Office

(Millican Hall 230) — 407-823-2766, Fax: 407-823-6442; e-mail address: gradfellowship@ucf.edu; website: https://ww2.graduate.ucf.edu/ETD_Student_Services/

Student Financial Assistance Office

(Millican Hall 120) — 407-823-2827; website: finaid.ucf.edu

Some on-line financial aid information web pages are available for specific information concerning financial aid, grants, and fellowships:

Financial Aid Information

www.finaid.org

Non-degree-seeking students are not eligible for financial aid.

Graduate Fellowships/Waiver

The College of Graduate Studies provides support for graduate students through assistantships, tuition, and fellowships. UCF graduate students may be employed by their department as a Graduate Teaching Assistant, Graduate Research Assistant, or Graduate Assistant. All applicants are considered for Graduate Fellowships when their application to the graduate program is complete. Some fellowships are awarded before the final application deadline. It can be noted that deadlines include the date of December 20, for best consideration for fellowships.

Fellowships Program Assistant: (407) 823-6497

Assistantship/Fellowship Procedures

Graduate students supported by assistantships must see their track coordinator to fill out their employment contract form. If tuition waivers are included, then they must also fill out a Graduate Tuition Fee Waiver Request Form with their track coordinator before the new semester begins and attach the employment contract to it (PAF). This should be done before fees are paid; for continuing students, this should be done before the new semester begins. Paychecks are delayed when these arrangements are not made prior to the beginning of the semester.

Students interested in financial support through Education fellowship programs must have complete applications on file by the December 20 priority deadline. Fellowship awards are granted through nomination of your program and are based on outstanding academic merit. Graduate assistantships may be granted for those who apply by January 15 for the following academic year.

Students hired as graduate teaching assistants must complete the University of Central Florida's graduate assistants training program and the Legal Module prior to assuming the role of Graduate Teaching Assistant. To qualify as a GTA Associate, students must complete the GTA Grader and Assistant online modules, as well as the GTA Associate online module in UCF Webcourses and attend an all day, face-to-face workshop presented by the Faculty Center for Teaching and Learning that takes place the week before classes begin. The Faculty Center for Teaching and Learning will be hosting one face-to-face workshop prior to the start of the Fall and Spring terms. Registration information is below. Students must register in advance for the all-day face-to-face workshop in UCF Webcourses. International students, for which English is a second language, must demonstrate proficiency through examination administered through the Graduate Office. More information about each of the trainings and requirements is available at:

[https://graduate.ucf.edu/assistantships/#GTA Training](https://graduate.ucf.edu/assistantships/#GTA%20Training)

Fellowships

All graduate students who are receiving fellowships should register as early as possible and contact the Fellowships Coordinator (gradfellowship@ucf.edu) to ensure that arrangements are made to receive proper payment.

The university awards more than \$2 million in fellowships each year. Some fellowships are selected based on academic merit; others are available only to minority applicants or those who can demonstrate financial need. A number of fellowships are selected by college nominations; however, others require a fellowship application. Refer to the description of each fellowship's requirements for more information.

Fellowship information is available from several sources. Program and graduate coordinators and other interested faculty may be contacted for specific opportunities related to their fields of study. Published fellowship deadlines are approximate and subject to change. A listing of fellowship opportunities and application materials offered by the university to graduate students is available on the College of Graduate Studies <http://catalog.ucf.edu/content.php?catoid=12&navoid=948>.

Books, such as the Graduate Scholarship Directory, listing fellowship opportunities are available at the Reserve Desk of the Library for students to review.

International students receiving fellowships are subject to up to 14 percent withholding on their fellowship checks. International students must obtain either a Social Security Number (SSN) or an Individual Tax Identification Number (ITIN) prior to receipt of a fellowship. Further information on this issue can be obtained from International Student Services.

Need-Based Fellowships

For need-based fellowships, students must complete the Free Application for Federal Student Aid (FAFSA).

This application may be completed on-line at FAFSA Express <https://finaid.ucf.edu/applying/fafsa/>. International students are not eligible for need-based support.

Students must have unmet need as determined by the FAFSA to be eligible for need-based awards. Graduate students who receive need-based awards (such as the Incentive Fellowship or Work

Fellowship) should be aware that the amount they receive is dependent on their need. If tuition waivers, other fellowships, or assistantships are granted after being awarded a need-based fellowship, then the total financial package may have to be adjusted to satisfy federal requirements.

General Fellowship Requirements

UCF fellowships are not awarded in conjunction with other fellowships, and students are eligible to receive a given fellowship only once (with the exception of the Work Fellowship). Students must be regularly admitted graduate students by the time the fellowship is awarded in order to receive the funds, except in the case of Summer Mentoring Fellowships, which can be awarded to provisionally admitted students.

Academically, most fellowships require a GRE score of at least 1000 and a 3.0 grade point average in the last 60 attempted semester hours of undergraduate study. Each fellowship has different specific requirements.

Progress for Fellowship Recipients

Fellowship recipients are required to be in good standing and make satisfactory academic progress to continue to receive a fellowship award. To be considered in good standing a fellowship recipient is required to maintain the standards listed below. Failure to meet any one of these standards will cause cancellation of the fellowship. An exception of this policy may be granted by the Office of Graduate Studies after review of evidence of mitigating circumstances presented by the student.

- Students must be fully accepted into a graduate degree program at UCF.
- Students must enroll and maintain nine graduate hours or three dissertation hours each semester of the award.
- Students must maintain a minimum grade point average of 3.0 each term of the award.
- Students must receive a satisfactory progress report from their academic adviser each term of the award.
- Students cannot receive a grade of incomplete (“I”) and continue to receive the award.

Tuition Waivers

Full-time (regularly or conditionally, not provisionally or restricted) accepted graduate assistants are eligible to receive tuition waivers for part of their tuition costs. Students should contact the departmental program coordinator and fill out a Request for Tuition Waiver Form when they register for classes. Fee waiver monies are used to assist graduate students to progress toward their degrees. In-state tuition waivers are available for qualified Florida residents. Out-of-state tuition waivers are offered to qualified non-Florida residents. Part-time graduate students and post-baccalaureate students are not eligible to receive tuition waivers.

Graduate Teaching and Research Assistants

Graduate Teaching and Research Assistants must be enrolled full-time (nine credit hours in the fall and spring terms and six credit hours in the summer) to receive a tuition waiver. Students taking

only thesis or dissertation hours are required to be enrolled in at least three hours of thesis or three hours of dissertation to be considered full-time and receive a tuition waiver after all required course work and minimum thesis/dissertation hours are taken. Graduate Teaching and Research Assistants who are pursuing a non-thesis option and are in their graduating semester, as determined by their college may receive tuition payments paid by the college to Student Accounts. Full-time graduate teaching and research assistants and associates are eligible for FICA and FUTA exemptions if they are enrolled at least half time, regardless of the hours worked. This chapter has more details under “FICA/FUTA Exemption Guidelines”.

Rules that Govern the Use of Tuition Waiver Monies for Graduate Students Are:

- Graduate students must be full-time students (defined above) and in good standing with a graduate GPA of 3.0 or higher. The student must be enrolled in classes full-time for the term in which they receive the waiver and employed as a graduate teaching or research assistant for at least 10 hours/week (0.25 FTE) on average or receiving a fellowship in the amount of \$3250 or higher for the academic year.
- If more than one academic unit employs a student who creates the waiver, the waiver money generated by the student is credited to both units proportional to the contribution of the student stipend.
- The units of those students on fellowships will receive credit for the waiver generated by the fellowship student.
- Fee waiver money is to be allocated to the colleges and institutes, rather than administrative offices such as Academic Affairs, Student Development and Enrollment Services, etc. Graduate students who work in these offices should request tuition waiver support from the Office of Graduate Studies (MH 230).
- If a student drops a course for which a fee waiver has been received but remains full-time, the waiver money received for the class must be returned to the University. Holds on student records will prevent students from registering for classes, receiving transcripts, or receiving grade reports until the money is returned.
- If a student drops a course for which a fee waiver has been received and becomes part-time as a result, all waiver money must be returned to the University. Any such funds will be reallocated to the unit from which they originated. Holds on student records will prevent students from registering for classes, receiving transcripts, or receiving grade reports until the money is returned (in extreme cases, a student may petition for an exception to this).
- If a graduate student assistant is dismissed or resigns at any point during the semester, tuition waiver funds received by the student must be returned to the University.
- Waiver money is only provided for courses taken as necessary for progress toward a student’s graduate degree.

- Waiver money is limited to 9 terms for master's students, 12 terms for doctoral students beyond the master's degree, or 21 terms for doctoral students without a master's degree.

Student Loans

Graduate students are eligible to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) from the Office of Student Financial Assistance (AD 120). Applications received before March 1 are considered for a Perkins Loan or Federal Work Study. Qualified graduate students are eligible for the Federal Stafford Loan, the Perkins Loan, and the Federal Work Study Program. Short-term loans are also available for graduate students.

In order to be eligible for a Federal Stafford Loan, graduate students must be degree seeking, enrolled at least half-time at UCF, and maintain academic progress. The maximum subsidized loan amount for graduate students is \$8,500. An Entrance Interview is required of first-time borrowers at UCF.

To obtain a loan, students must not be in default on any educational loan or owe repayment on a grant at this or any other institution. If you are a student transferring to UCF after the Fall term (Spring or Summer), you must provide the UCF Office of Student Financial Assistance with a financial aid transcript from the school attended during the previous term(s), either Fall and/or Spring. Only U.S. citizens or eligible non-citizens (e.g., resident aliens) are eligible for Stafford Loans. In order to be eligible for Perkins Loans, students must be enrolled at least half-time at UCF.

Short-term loans are available to cover books and supplies, or for unexpected emergencies. This loan is not for tuition and fees. These funds are normally available within 3-4 working days after application processing once classes have begun. Students may request up to \$600; more may be obtained for graduate students only under special conditions that generally are recommended by Graduate Studies.

Non-degree-seeking students are not eligible for student loans. However, "5B" students are eligible. "5B" students are non-degree students who are seeking first-time teacher certification in the College of Community Innovation and Education.

Students are encouraged to refer to the following website for additional financial aid information:
<http://finaid.ucf.edu/>

Additional Financial Resources

<https://graduate.ucf.edu/ucf-funding/>

Graduate Student Associations

For information regarding associations for Education PhD students visit the [Clubs and Organizations webpage](#).

Graduate Student Association (GSA)

The Graduate Student Association (GSA) is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit www.ucfsga.com/graduate-student-association/

Professional Development

Frequently, opportunities are available for informal learning throughout campus. Various speakers visit campus yearly and it is hoped that you take advantage of this academically rich environment. There are many centers, institutes, and campus-wide offices that offer regular activities and resources that can expand your personal or professional development. The following is a partial list of some of these that you may wish to investigate further for your enrichment:

- Professoriate Program, sponsored by Faculty Center for Teaching and Learning
- GTA Certificate Program, sponsored by Faculty Center for Teaching and Learning
- Career Services and Experiential Learning
- Membership in the Graduate Student Association
- Graduate Student Association Seminar Series
- Graduate Research forum, sponsored by the College of Graduate Studies
- Facilitate summer internships for graduate students and inform students of such opportunities
- Toni Jennings
- Chi Sigma Iota

Pathways to Success Workshops

Coordinated by the College of Graduate Studies, the Pathways to Success program offers free development opportunities for graduate students including workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit <https://graduate.ucf.edu/pathways-to-success/>

Job Search

For information regarding employment opportunities and resources for Education PhD students visit the [Employment webpage](#).

Forms

- [College of Graduate Studies Forms](#)
A listing of general forms and files for graduate students including student services and records and graduation forms. (<https://graduate.ucf.edu/forms-and-references/>)

Useful Links

- [Pathways to Success](#)
- [Ph.D. in Education Website](#)
- [Graduate Student Center](#)
- [UCF Graduate Catalog](#)

Other University Information

UCF ID & NID

Each active student is assigned a unique UCF Identification (UCF ID) that serves as your student identifier.

Your Network ID (NID) is the key to accessing the UCF computer network, the internet, the library, and a world of cyber information. Your NID is the same for each system. You will be required to change your NID password every 60 days. Your NID is your “access code” to myUCF. You can find all pertinent personal UCF information including your course schedule, holds, financial information, registration times, degree audit, and adviser contacts on myUCF in the Student Center.

Schedule of Classes

Available on-line at <https://my.ucf.edu>. Find the class schedule by logging in to your Student Center or look for the class schedule search link under the Helpful Resources box on the myUCF homepage.

Registration

Students must register for courses through their Student Center by logging into the myUCF homepage. If you need assistance with registration in a course that is closed or requires special permission, please contact the instructor of the course or the Graduate Affairs office at (407) 823-5369.

Registration is by appointment time each semester. You may register any time after your assigned appointment time. To find your appointment time, log in to your Student Center through your myUCF and look for the Enrollment Appointment box on the right side of the screen.

Holds

Holds placed on students' records for transcripts, grades, or registration because of financial or other obligations to the university. To obtain a release on financial holds, payment must be made online through your Student Center or at the Cashier's Office in Millican Hall (MH 111).

To release any other holds, please refer to the holds area of your Student Center on your myUCF account for further details.

Fee Payments

All graduate students must pay their tuition and fees by the date specified on the academic calendar. It is important to do this, as students will be dropped for non-payment from courses after this time. If a department or college has not recorded tuition waivers by then, students must pay all tuition and fees. If a department or college has waived partial tuition and it is recorded, then students must pay the remainder of the tuition owed and all of the fees by the end of add/drop. It is important for

graduate students to register early to provide the department or college enough time to record tuition waivers.

Student Records

Student records submitted to the university become the property of the university and cannot be returned to the student or released to a third party. Copies of student records can be released if a written request signed by the student is received by Graduate Studies (MH 230).

Withdrawals

Students may withdraw from courses after the end of add/drop. The withdrawal period begins the first business day after add/drop through the date specified in the UCF academic calendar as the deadline for withdrawals. This date is normally the midpoint of the semester. Students wishing to withdraw from a class may do so via their Student Center on their MyUCF account.

Knights E-mail Accounts

Creating your account: <https://knightsemail.ucf.edu/Images/Knights%20Email%20Creation.pdf>

Access your account: <http://www.outlook.com/knights.ucf.edu>

Helpdesk: (407) 823-5117

Students have access to a free email account. Knight's email is UCF's campus-wide email server. Knight's mail is the official way of communication at UCF. For help with log in or password information, please call the help desk.

Student Health Center

<https://studenthealth.ucf.edu>

Phone: (407) 823-2701

In order for a student to register, the State University System of Florida requires that all students born AFTER 1956 to present documented proof of immunity to measles (rubella). All students UNDER the age of 40 must present documented proof of immunity to rubella (German measles). All students (REGARDLESS OF AGE) must submit a signed medical history form.

Please refer to the immunization form for specific details of requirements and acceptable documentation. If you have questions, contact the Immunization Coordinator, Student Health Services.

UCF Card

<https://ucfcard.ucf.edu/>

Phone : (407) 823-2100

While you are a student, you will need your official UCF student ID. The UCF Card Office is where all UCF ID Cards are made. The UCF Card is used as an ID card, library card, an ATM card, and a smart-chip cash card. The Card office is located in the John T. Washington center, directly across from the UCF Bookstore.

Parking

<http://www.parking.ucf.edu/>

Phone: (407) 823-5812

All vehicles parked on campus, including evening students' vehicles must be registered with the Parking Services Office and display the appropriate permit or decal. Decals can be purchased at: www.parking.ucf.edu/

Parking Services offers assistance to motorists, including battery jump-starts and unlocking car doors. Office hours are 7:30 a.m. to 6 p.m. Monday - Thursday and 7:30 a.m. - 5 p.m. on Friday. Visit Parking Services on-line at www.parking.ucf.edu/

Visitor Information Center

Phone: (407) 823-2131

To park on campus without a permit, purchase a daily permit at the Visitor Information Center (VIC) across from the Administration Building or from any of pay-and-display machines on campus. Daily permits are valid only in student lots. The VIC is open 7 a.m. to 8 p.m. Monday - Friday, and 7:30 a.m. to 4 p.m. Saturday.

Academic Records

Under the provisions of the **Federal Educational Rights and Privacy Act of 1974 (FERPA)**, you have the right to withhold the release of the following items designated by UCF as “**Directory Information**”:

- Name
- Current mailing address
- Telephone number
- Date of birth
- Major field of study
- Dates of attendance
- Enrollment status
- Degrees and awards received
- Participation in officially recognized activities and sports
- Athletes' height and weight

Unless otherwise indicated, these information items may be released at the discretion of the University.

The University will honor your request to withhold “Directory Information” until such time as you request that your order to withhold “Directory Information” be rescinded. Until such rescindment is affected, the University will continue to withhold such information, even after your enrollment has terminated.

The Graduate Affairs office coordinates graduation certification for College of Community Innovation and Education graduate students, processes record petitions/appeals of graduate requirements and policies, processes change of grade requests, and serves as the point of contact for students, faculty, staff, and the public regarding graduate education in the College of Community Innovation and Education at UCF, <https://ccie.ucf.edu/> or 407-823-5369 or cciegrad@ucf.edu.

Appendix A:
Ph.D. in Education Programs of Study

**University of Central Florida - College of Community Innovation and Education
Education PhD Program of Study**

Track: Learning Sciences Initial Revision

Student's Name: _____ **PID:** _____ **Admission Term:** _____

<u>Prefix/ Number</u>	<u>Course Title</u>	<u>Sem Hrs</u>	<u>Sem/yr (ex. Fall '14)</u>	<u>Grade</u>	<u>Course subs/ Notes/transfers</u>
---------------------------	---------------------	--------------------	----------------------------------	--------------	---

Area I. PREREQUISITES (if necessary) **Area I Total** _____

Area II. RESEARCH CORE I (18 Hours)

IDS 7501 Issues and Research in Education		<u>3</u>	_____	_____	_____
IDS 7500 Research Seminar in Education (taken twice)		<u>6</u>	_____	_____	_____
EDF 7475 Qual. Res. in Ed.		<u>3</u>	_____	_____	_____
EDF 7403 Quant. Found. of Ed. Res.		<u>3</u>	_____	_____	_____
EDF 7463 Analysis of Survey		<u>3</u>	_____	_____	_____
					Area II Total _____

Area III. RESEARCH CORE II (6 Hours)

IDS 7502 Case Studies in Research Design					
OR Approved Research Elective		<u>3</u>	_____	_____	_____
EDF 7406 Multi Stat in Ed.					
OR Research Methods Elective		<u>3</u>	_____	_____	_____
					Area III Total _____

Area IV. SPECIALIZATION (6 Hours) Students will select at least 2 courses from the following:

- EME 6938 - ST: Research on Advanced Learning Technologies (3)
- EME 6938 - Theoretical Foundations of the Learning Sciences (3)
- EME 6938 - ST: Metacognition (3)

Area IV Total _____

Area V. ELECTIVES (6 Hours) Students will select at least 2 courses from the following disciplines:

- Psychology (PSY) Statistics (STA) [*can include the SAS Data Mining Graduate Certificate (15 credit hours)*]
- Philosophy and Cognitive Science (PHI) [*can include the Cognitive Sciences Graduate Certificate (18 credit hours)*]
- Computer Science (CS) Multidisciplinary Neuroscience Alliance (MDNA) interdisciplinary program

Area V Total _____

Area VI. DISSERTATION (15 min hours)

SCE 7980 Dissertation		_____	_____	_____	_____
SCE 7980 Dissertation		_____	_____	_____	_____
SCE 7980 Dissertation		_____	_____	_____	_____
					Area VI Total _____

During their program of study, PhD students are required to meet the following requirements for independent learning to enter candidacy, including: submitting a manuscript that is deemed appropriate by at least one program faculty member for publication in a peer-reviewed journal; presenting research in at least one international, national or state conference; presenting at university and/or college research symposiums annually; providing service to professional organization, community partner, and/or program; and documenting and presenting independent learning accomplishments and activities along with development of an individual research agenda deemed satisfactory by at least two or more program faculty on an annual basis.

Area VII Total _____

Total Hours _____

Student Signature

Date

Faculty Adviser

Date

PhD Track Coordinator

Date

Date Received by CCIE Graduate Affairs

**University of Central Florida--College of Community Innovation and Education
Education PhD Program of Study**

Track: Mathematics Education Initial Revision

Student's Name: _____ PID: _____ Admission Term: _____

<u>Prefix/ Number</u>	<u>Course Title</u>	<u>Sem Hrs</u>	<u>Sem/yr (ex. Fall '14)</u>	<u>Grade</u>	<u>Subs/ transfers/notes</u>
---------------------------	---------------------	--------------------	----------------------------------	--------------	----------------------------------

Area I. PREREQUISITES (if necessary)

_____	_____	_____	_____	_____	_____
					Area I Total _____

Area II. RESEARCH CORE I (18 Hours)

IDS 7501 Issues and Research in Education	3	_____	_____	_____	_____
IDS 7500 Research Seminar in Education (taken twice)	6	_____	_____	_____	_____
EDF 7475 Qual. Res. in Ed.	3	_____	_____	_____	_____
EDF 7403 Quant. Found. of Ed. Res.	3	_____	_____	_____	_____
EDF 7463 Analysis of Survey	3	_____	_____	_____	_____
					Area II Total _____

Area III. RESEARCH CORE II (6 Hours)

IDS 7502 Case Studies in Research Design	_____	_____	_____	_____	_____
OR Approved Research Elective	3	_____	_____	_____	_____
EDF 7406 Multi Stat in Ed.	_____	_____	_____	_____	_____
OR Research Methods Elective	3	_____	_____	_____	_____
					Area III Total _____

Area IV. SPECIALIZATION (9 Hours)

MAE 7640 History of Mathematics Education	3	_____	_____	_____	_____
MAE 7795 Seminar on Research in Mathematics	6	_____	_____	_____	_____
					Area IV Total _____

Area V. ELECTIVES (12 Hours)

Elective (Elementary Math course)	3	_____	_____	_____	_____
Elective (Secondary Math Course)	3	_____	_____	_____	_____
Elective (Math course or Math Education Course)	6	_____	_____	_____	_____
					Area V Total _____

Area VI. DISSERTATION (15 min hours)

MAE 7980 Dissertation	_____	_____	_____	_____	_____
MAE 7980 Dissertation	_____	_____	_____	_____	_____
MAE 7980 Dissertation	_____	_____	_____	_____	_____
					Area VI Total _____

Area VII. INTERNSHIP (3 Hours)

MAE 7945 Internship / Practicum	3	_____	_____	_____	_____
					Area VII Total _____

Total Hours _____

_____ Student Signature	_____ Date	_____ Faculty Adviser	_____ Date
----------------------------	---------------	--------------------------	---------------

_____ PhD Track Coordinator	_____ Date	_____ Date Received by CCIE Graduate Affairs
--------------------------------	---------------	---

**University of Central Florida
College of Community Innovation and Education
Education PhD Program of Study (2 PAGES)**

Track: Teaching, Learning, and Development Track Initial Revision

Student's Name: _____ PID: _____ Admission Term: _____

<u>Prefix/ Number</u>	<u>Course Title</u>	<u>Sem Hrs</u>	<u>Sem/yr (ex. Fall '16)</u>	<u>Grade</u>	<u>Course Subs/ Notes/ Transfers</u>
---------------------------	---------------------	--------------------	----------------------------------	--------------	--

Area I. PREREQUISITES (as necessary)

Area I Total					

Area II. RESEARCH CORE (18 HOURS)

Offered every fall, spring, and summer semesters

IDS 7501 Issues and Research in Education	3				
IDS 7500 Seminar in Educational Research	6				
EDF 7475 Qual. Res. in Ed.	3				
EDF 7403 Quant. Found. of Ed. Res.	3				
EDF 7463 Analysis of Survey	3				

Area III. RESEARCH CORE II (6 HOURS)

Offered every fall, spring, and summer semesters

IDS 7502 Case Studies in Research Design					
<i>OR Approved Research Elective</i>	3				
EDF 7406 Multivariate Stats in Education					
<i>OR Approved Research Methods Elective</i>	3				

Area II Total _____

Area III. Interdisciplinary Core (12 HOURS)

Offered every fall and spring semesters only

EDG 7921 Critical Issues in Teaching, Learning, And Development	3		Fall year 1		
EDG 7981 Research in Teaching, Learning, and Development Seminar	3		Spr year 1		
EDG 7951 Professional Scholarship and Grant Writing in Teaching, Learning, and Development	3		Fall year 2		
EDG 7948 Internship in Teaching, Learning, and And Development	3		Spr year 2		

Area III Total _____

Specialization Core (12 HOURS)

Research Elective or Research Seminar	3				
---------------------------------------	---	--	--	--	--

Per student's specialization, complete listed courses (at least 9 HOURS, offered fall and spring semesters only) or faculty approved elective (3-9 HOURS) in ONE of the following disciplines:

Early Childhood Education

EEC 7058 Theoretical Foundations of Early Childhood	3				
EEC 7409 Current Trends in Child, Family, and Community Sciences	3				
EEC 7676 Critical Analysis of Early Childhood Research	3				

Student's Name: _____ PID: _____ Admission Term: _____

Elementary Education

Earn at least 9 credits from the following:

Theoretical or Philosophical Foundations (3)	<u>3</u>	_____	_____	_____
Interdisciplinary doctoral coursework approved by faculty (3-9)	<u>3-9</u>	_____	_____	_____

Reading Education

RED 7797 Theoretical Processes of Reading Comprehension	<u>3</u>	_____	_____	_____
RED 7743 Reading and Writing Processes	<u>3</u>	_____	_____	_____
RED 7648 Analysis and Evaluation of Trends and Issues in Literacy Education	<u>3</u>	_____	_____	_____
RED 7745 Research in Reading Education Seminar	<u>3</u>	_____	_____	_____
RED 7697 Literacy for the Twenty-First Century	<u>3</u>	_____	_____	_____

Science/STEM Education

SCE 7746 Teaching Theory and Research in Science Education	<u>3</u>	_____	_____	_____
SCE 7145 Design of Post-Secondary Science Curriculum	<u>3</u>	_____	_____	_____
SCE 7242 Assessment in Science Teaching, Learning, and Research	<u>3</u>	_____	_____	_____
SCE 7864 Science Technology and Society		_____	_____	_____
SCE 7146 Professional Issues in Science Education	<u>3</u>	_____	_____	_____

Social Sciences Education

SSE 7740 History of Social Studies Education	<u>3</u>	_____	_____	_____
SSE 7796 Research in Social Science Education Seminar	<u>3</u>	_____	_____	_____
SSE 7797 Content and Program Analysis in Social Science Education	<u>3</u>	_____	_____	_____

Specialization Core Total _____

Comprehensive Examination:

Candidacy (comprehensive) exams are determined by the faculty advisor. Please note there may be variations in length of exam time and content based upon the respective requirements of each area of specialization.

Note: students must be enrolled during semester of comp exam SEMESTER: _____

Area V. DISSERTATION (15 HOURS minimum)

Please indicate the prefix of your discipline below in the space before "7980 Dissertation":

EEC (Early Childhood), EDE (Elementary), RED (Reading), SCE (Science/STEM), or SSE (Social Sciences)

Indicate the distribution of intended dissertation hours:

___ 7980 Dissertation	___	_____	_____	_____
___ 7980 Dissertation	___	_____	_____	_____
___ 7980 Dissertation	___	_____	_____	_____

Area V Total _____

Total Hours _____

Student Signature

Date

Faculty Adviser

PhD Track Coordinator

Date

Date received by CCIE Graduate Affairs

**University of Central Florida | College of Community Innovation and Education
Education PhD Program of Study**

Track: TESOL: Initial Revision

Student's Name: _____ PID: _____ Admission Term: _____

<u>Prefix/ Number</u>	<u>Course Title</u>	<u>Sem Hrs</u>	<u>Sem/yr (ex. Fall '16)</u>	<u>Grade</u>	<u>Course subs/ Notes/transfers</u>
---------------------------	---------------------	--------------------	----------------------------------	--------------	---

Area I. PREREQUISITES

TSL 6250 Applied Linguistics in ESOL		<u>3</u>	_____	_____	_____
TSL 6440 Issues in TESOL Assessment		<u>3</u>	_____	_____	_____
TSL 6642 Issues in SLA		<u>3</u>	_____	_____	_____
TSL 5345 ESOL Methods <i>OR</i>					
TSL 5085 Teaching Language Minority Students in K12		<u>3</u>	_____	_____	_____
EDF 6401 Stats for Educational Data		<u>3</u>	_____	_____	_____

Area I Total _____

Area II. RESEARCH CORE (Min. 18 Hours)

IDS 7501 Issues and Research in Education		<u>3</u>	_____	_____	_____
IDS 7500 Research Seminar in Education (taken twice)		<u>6</u>	_____	_____	_____
EDF 7475 Qual. Res. in Ed.		<u>3</u>	_____	_____	_____
EDF 7403 Quant. Found. of Ed. Res.		<u>3</u>	_____	_____	_____
EDF 7463 Analysis of Survey		<u>3</u>	_____	_____	_____

Area II Total _____

Area III. RESEARCH CORE II (Min 6 Hours)

IDS 7502 Case Studies in Research Design					
<i>OR Approved Research Elective</i>		<u>3</u>	_____	_____	_____
EDF 7406 Multi Stat in Ed.					
<i>OR Research Methods Elective</i>		<u>3</u>	_____	_____	_____

Area III Total _____

Area IV. SPECIALIZATION (15 min Hours)

Students are required to take the following five courses:

TSL 6643 Diachronic Analysis of SLA Processes		<u>3</u>	_____	_____	_____
TSL 6379 Second Language Literacy		<u>3</u>	_____	_____	_____
TSL 6600 Second Language Vocabulary Acquisition		<u>3</u>	_____	_____	_____
TSL 6252 Sociolinguistics for ESOL*		<u>3</u>	_____	_____	_____
TSL 7006 Second Language Teacher Education		<u>3</u>	_____	_____	_____

*If taken during master's degree, substitute an **additional** cognate or TSL special topics course.

Area IV Total _____

Area V. COGNATE (9 min Hours)

Cognate Area: _____

Course: _____		<u>3</u>	_____	_____	_____
Course: _____		<u>3</u>	_____	_____	_____
Course: _____		<u>3</u>	_____	_____	_____

Area V Total _____

Comprehensive Examination:

At the start of the semester you will take comps, please notify the track coordinator as well as the Graduate Coordinator in ED 115.

Note: students must be enrolled during comp exam SEMESTER: _____

Area VI. DISSERTATION (15 min hours)

TSL 7980 Dissertation		_____	_____	_____	_____
TSL 7980 Dissertation		_____	_____	_____	_____
TSL7980 Dissertation		_____	_____	_____	_____

Area VI Total _____

Student Signature

Date

Faculty Adviser

Date

PhD Track Coordinator

Date

Date Received by CCIE Graduate Affairs

**Appendix B:
Required Program Forms**

Candidacy/Comprehensive Examination Committee Form
College of Community Innovation and Education • Ph.D. in Education

Name _____

UCF ID _____ College of Community Innovation and Education Code 02

Track _____

This student is hereby certified as having passed both the written and oral comprehensive examinations and pending successful submission of an approved prospectus to the dissertation committee is eligible for admission to candidacy.

Signatures of Examination Committee

Chair _____

Member _____

Member _____

Member _____

Member _____

_____ Date _____
Student Signature

_____ Date _____
Ph.D. Program Coordinator

University of Central Florida
Ph.D. in Education
College of Community Innovation and Education

Doctoral Committee/Candidacy Status Form

Use this form for approval to begin dissertation hours, committee appointments and/or revisions. Find this form on the College of Graduate Studies website at the following link:

<https://graduate.ucf.edu/wp-content/uploads/2018/01/DoctoralCandidacyForm-1.pdf>

Graduate Faculty Nomination Form

For nomination of your committee member(s) who are not approved graduate faculty with the University of Central Florida. Please include the nominee's current curriculum vitae. Find this form on the College of Graduate Studies website at the following link:

<https://graduate.ucf.edu/wp-content/uploads/2018/05/Nomination-and-Appointment-to-Graduate-Faculty-and-Graduate-Faculty-Scholars.pdf>

DISSERTATION PROPOSAL APPROVAL
Permission to Continue with Dissertation

Date _____

Name _____

UCF ID _____

Program Track _____, Education Ph.D.

Title of Dissertation _____

This student is hereby certified as having met all requirements to continue dissertation research.

Date admitted to Candidacy _____

Committee Member

Committee Member

Committee Member

Committee Member (Outside Track)

Dissertation Adviser

Filed in Graduate Admissions Office and Doctoral Studies Office

Date

College Ph.D. Program Coordinator

Date

University of Central Florida
Ph.D. in Education
College of Community Innovation and Education

DISSERTATION APPROVAL FORM

Your committee signs this as your final approval of a successful final dissertation defense. Part of the required approvals during your graduation semester. Find this form on the Thesis & Dissertation College of Graduate Studies website. First time login is with your Knights email address associated with your UCF ID card. http://ww2.graduate.ucf.edu/ETD_Student_Services/

Appendix C:
Example IDS Course Forms
*May vary by Instructor

**Seminar in Educational Research
IDS 7500
Example Contract**

Student Name: _____

Phone: _____

Email address: _____

Program Track: _____

Mentor Professor For Research Project: _____

Mentor Professor email address: _____

Research Title or Topic: _____

Brief Description of the Project: _____

Description of Student's Involvement in the Project _____

Student learning objectives for the project: _____

Research Activities in which the student will be engaged: _____

Student Signature

Date

Mentor Faculty Signature

Date

IDS Instructor of Record

Date

**Seminar in Educational Research
IDS 7500
Example Report Form**

Name:

Phone:

Email address:

Program Track:

Mentor Professor For Research Project:

Research Title or Topic:

Brief Description of the Project:

Description of Your Involvement in the Project:

Use additional pages as needed

Briefly Identify research knowledge and/or skill you learned or utilized as a part of this project: These could include such things as completing the Modules on the IRB site. Completing an IRB, research design, coding, SPSS, grant writing, developing a survey, writing a research manuscript, etc.:

Please write a brief reflection on your experience addressing your personal reactions to the experience and the learning and how you feel the experience will aid you in future research.

**Cluster Research Seminar
IDS 7938
Example Contract**

Name:

Phone:

Email address:

Program Track:

Mentor Professors for Research Project:

Professor Name_____ **Field**_____

Professor Name_____ **Field**_____

Professor Name_____ **Field**_____

Professor Name_____ **Field**_____

Research Title or Topic:

Brief Description of the Project: Please include a description of how the nature of the study is interdisciplinary.

Description of Student's Involvement in the Project:

Student Learning Objectives for the Project:

Research Activities in which the student will be engaged:

Student Signature

Date

IDS Instructor of Record

Date

**Research Cluster Research
IDS 7938
Example Report Form**

Name:

Phone:

Email address:

Program Track:

Mentor Professors For Research Project:

Research Title or Topic:

Brief Description of the Project:

Description of Your Involvement in the Project:

Use additional pages as needed

Briefly Identify research knowledge and/or skill you learned or utilized as a part of this project: These could include such things as completing the Modules on the IRB site. Completing an IRB, research design, coding, SPSS, grant writing, developing a survey, writing a research manuscript, etc.:

Please write a brief reflection on your experience addressing your personal reactions to the experience and the learning and how you feel the experience will aid you in future research. Please address the interdisciplinary nature of the project and how this differed from the IDS 7500.

Research Elective Course Commitment

Please indicate the research elective in which you plan to enroll during the Spring of your second year.

Research Electives (3 credit hours)

IDS 7938 Research Cluster Seminar _____

EDF 7406 Multivariate Statistics _____

EDF 7405 Quantitative Methods II _____

EDF 7415 Latent Variable Modeling _____

EDF 7473 Ethnography in Qualitative Research _____

EDF 7487 Monte Carlo Simulation _____

SPA 7495 Doctoral Seminar Spoken\Written Language Disorders II _____

Student Signature

Date

Adviser

Date

Associate Dean of Graduate Affairs & Faculty Excellence

Date

Bibliography

Dissertation & Scholarly Writing Resources

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- APA Publication and Communication Board Working Group on Journal Article Reporting Standards. (2008). Reporting standards for research in psychology: Why do we need them? What might they be? *American Psychologist*, 63(9), 839-851.
- Bair, C. R. (1999). *Doctoral student attrition and persistence: A meta-synthesis*. (Doctoral dissertation, Loyola University, Chicago). Ann Arbor, MI: UMI Microform 9917754.
- Biklen, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. New York: Teachers College Press.
- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York: Holt Press.
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Boyle, P., & Boice, B. (1998). Best practices for enculturation: Collegiality, mentoring, and structure. *New Directions for Higher Education*, 101, 87-94.
- Bryant, M. T. (2004). *The portable dissertation adviser*. Thousand Oaks, CA: Corwin Press.
- Butin, D. W. (2010). *The education dissertation: A guide for practitioner scholars*. Thousand Oaks, CA: Corwin Press.
- Calabrese, R. L. (2006). *The elements of an effective dissertations and thesis: A step-by-step guide to getting it right the first time*. Lanham, MD: Rowman and Littlefield Publishers.
- Clark, I. L. (2007). *Writing the successful thesis and dissertation: Entering the conversation*. Upper Saddle River, NJ: Prentice Hall.
- Cone, J. D., & Foster, S. C. (2006). *Dissertation and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- D'Andrea, L. M. (2002). Obstacles to completion of the doctoral degree in colleges of education: The professors' perspective. *Educational Research Quarterly*, 25(3), 42-58.
- Dunleavy, P. (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. New York: Palgrave MacMillan.
- Faghihi, F. Y. (1998). A study of factors related to dissertation progress among doctoral candidates: Focus on student research self-efficacy as a result of their research training and experience. (Doctoral dissertation, University of Memphis, 1998). *Dissertation Abstracts International*, 59/05, 1456.
- Farmer, E. I., & Rojewski, J. W. (Eds). (2001). *Research pathways: Writing professional papers, theses, and dissertations in workforce education*. Lanham, MD: University Press of American, Inc.
- Finn, J. A. (2005). *Getting a PhD: An action plan to help manage your research, your supervisor and your project*. New York: Routledge, Taylor & Francis Group.
- Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th ed.). Glendale, CA: Pyczak Publishing.
- Gardner, D.C., & Beatty, G. (1980). *Dissertation proposal guidebook: How to prepare a research proposal and get it accepted*. Springfield, IL: Thomas
- Glatthorn, A. A., (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press, Inc.

- Glatthorn, A. A. (2002). *Publish or perish: The educator's imperative: Strategies for writing effectively for your profession and your school*. Thousand Oaks, CA: Sage Publications.
- Glatthorn, A. A., & Joyner, R.L. (2005). *Writing the winning dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Irby, B., & Fredrick, C. (2007) *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral Sciences*. New York: Corwin Press.
- Joyner, R., L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Corwin.
- Kline, W. B., & Farrell, C. A. (2005). Recurring manuscript problems: Recommendations for writing, training, and research. *Counselor Education & Supervision*, 44, 166-174.
- Lambie, G. W., Sias, S. M., David, K. M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development*, 86(1), 18-25.
- Lester, J. D., & Lester, J. D. Jr., (2007). *Writing research papers: A complete guide*. New York: Pearson-Longman.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage.
- Lovitts, B. E. (2007). *Making the implicit explicit: Creating performance expectations for the dissertation*. Sterling, VA: Stylus Publishing
- Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin.
- Martin, R. (1980). *Writing and defending a thesis or dissertation in psychology and education*. Springfield, IL: Charles C. Thomas Publisher.
- Nickerson, E. T. (1993). *The dissertation handbook: A guide to successful dissertations* (2nd ed.). Dubuque, IA: Kendal/Hunt Publishing Company.
- Ogden, E. O., (2007). *Complete your dissertation or thesis in two semesters or less* (3rd ed.). Lanham, MD: Rowman and Littlefield Publishers.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches*. (3rd ed.). Glendale, CA: Pycszak Publishing.
- Pycszak, F., & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pycszak Publishing.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Ruszkiewicz, J., Walker, J. R., & Pemberton, M. A. (2006). *Bookmarks: A guide to research and writing* (3rd ed.). New York: Longman.
- Stripling, L. H. (2004). All-but-dissertation non-completion of doctoral degrees in education. (Doctoral dissertation, University of South Florida, 2004). *Dissertation Abstracts International*, 65/02, 382.
- Szuchman, L. T. (2008). *Writing with style: APA style made easy* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Thomas, R. M., & Brubaker, D. L. (2008). *Theses and dissertations: A guide to planning, research, and writing* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Research Design Resources

- Campbell, D.T., & Stanley, J.C. (1966). *Experimental and quasi-experimental designs for research*. Chicago, R. McNally.
- Creswell, J. (2013) *Research design: Qualitative, quantitative and mixed methods* (4th ed.) Thousand Oaks, CA:Sage
- Gall, M. D., Gall., J. P., & Borg, W. R. (2006). *Educational research: An introduction* (8th ed.). Boston: MA: Allyn & Bacon.
- Gall, M. D., Gall., J. P., & Borg, W. R. (2010). *Applying educational research* (6th ed.). Boston: MA: Allyn & Bacon.
- Gay, L. R., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and application* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Fraenkel, J. R, Wallen, N. E, & Hyun, H. (2012). *How to design and evaluate research in education* (6th ed.). New York: McGraw-Hill.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling* (3rd ed.). Belmont, CA: Thomson.
- Houser, R. (2009). *Counseling and educational research: Evaluation and application* (2nd ed.). Thousand Oaks, CA: Sage.
- Johnson, B., & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn & Bacon.
- Kelly, A., & Lesh, R. (Eds). (2000). *Handbook of research design in mathematics and science education*. Mahwah, NJ: Erlbaum Press
- McMillan, J. H. (2012). *Educational research: Fundamentals for the consumer* (6th ed.). Boston: MA: Allyn & Bacon.
- McMillan, J. H., & Schumacher, S. (2000). *Research in education: A conceptual introduction*. New York: Longman
- Mitchell, M. L., & Jolley, J. M. (2012). *Research design explained* (8th ed.). Belmont, CA: Wadsworth.
- Rallis, S. F., & Rossman, G. B. (2012). *The research journey: Introduction to inquiry*. New York: The Guilford Press
- Rugg, G., & Petre, M. (2007). *A gentle guide to research methods*. New York: McGraw-Hill.
- Sales, B. D., & Folkman, S. (2000) *Ethics in research with human participants*. Washington, D.C: American Psychological Association
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for general causal inferences*. Belmont, CA: Wadsworth Cengage Learning.
- Shavelson, R. J., & Towne, L. (Eds.). (2002). *Scientific research in education*. Washington, DC: National Research Council.
- Trochim, W. M. K., & Donnelly, J. P. (2008). *The research methods knowledgebase* (3rd ed.). Mason, OH: Cengage Learning.
- Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development*, 89(3), 301-307.
-

Qualitative Research Resources

- Biklen, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. New York: Teachers College Press.
- Bloomberg, L., & Volpe, M. (2012). *Completing your qualitative dissertation: A roadmap from*

- beginning to end* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Choudhuri, D., Glauser, A., & Peregoy, J. (2004). Guidelines for writing a qualitative manuscript for the *Journal of Counseling & Development*. *Journal of Counseling & Development*, 82(4), 443-446.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA US: Sage Publications, Inc.
- Creswell, J. & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124.
- Denzin, N., & Lincoln, Y. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications Ltd.
- Farber, N. K. (2006). Conducting qualitative research: A practical guide for school counselors. *Professional School Counseling*, 9(5), 367-375
- Freshwater, D., Cahill, J., & Walsh, E. (2010). Qualitative research as evidence: Criteria for rigor and relevance. *Journal of Research in Nursing*, 15(6), 497-508.
- Glesne, C. (2006) *Becoming qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. Thousand Oaks, CA: Sage Publications, Inc.
- Hays, D. G., & Singh, A. (2011). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford.
- Hayes, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development*, 89(3), 288-295.
- Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology*, 52, 196–205.
- Hill, C. E., Thompson, B. J., & Williams, E. N. (1997). A guide to conducting consensual qualitative research. *The Counseling Psychologist*, 25, 517–572.
- Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, 89(3), 296-300.
- Kline, W. B. (2008). Developing and submitting credible qualitative manuscripts. *Counselor Education & Supervision*, 47(4), 210-217.
- Kline, W. B., & Farrell, C. A. (2005). Recurring manuscript problems: Recommendations for writing, training, and research. *Counselor Education & Supervision*, 44, 166-174.
- Marshall, C., & Rossman, G. (2010). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.
- McLead, J. (2011). *Qualitative research in counseling and psychotherapy* (2nd ed). Thousand Oaks, CA: Sage.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative data collection strategies

- in qualitative research. *The Qualitative Report*, 15(3), 696-726.
- Orne, J., & Bell, M. M. (2015). *An invitation to qualitative fieldwork*. New York, NY: Routledge.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52, 137–145.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophies of science. *Journal of Counseling Psychology*, 52, 126–136.
- Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research design: A total quality framework*. New York, NY: Guilford.
- Thomas, E., & Magilvy, J. K. (2011). Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing*, 16, 151-155.
- Wertz, F. J. (2005). Phenomenological research methods in counseling psychology. *Journal of Counseling Psychology*, 52, 167–177.
- Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Newbury Park: Sage.
-

Quantitative Research Resources

- Algina, J., & Olejnik, S. (2003). Sample size tables for correlational analysis with applications in partial correlations and multiple regression analysis. *Multivariate Behavioral Research*, 38(3), 309-323.
- Balkin, R. S., & Sheperis, C. J. (2011). Evaluating and reporting statistical power in counseling research. *Journal of Counseling & Development*, 89(3), 268-272.
- Bernstein, B. A. (2008). An introduction to sample size and power. *Journal of Developmental and Behavior Pediatrics*, 69(6), 516-522.
- Blunch, N. J. (2008). *Introduction to structural equation modeling: Using SPSS and AMOS*. Washington, DC: Sage.
- Brown, T. A. (2006). *Confirmatory factor analysis for applied research*. New York, NY: The Guilford Press.
- Byrne, B. M. (2010). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*. (2nd ed.). New York: Routledge, Taylor, & Francis Group.
- Cohen, J. (1970). Approximate power and sample size determination for common one-sample and two-sample hypothesis tests. *Educational and Psychological Measurement*, 30, 811-831.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.
- Cohen, J. (1990). Things I have learned (so far). *American Psychologist*, 45(12), 1304-1312.
- Cohen, J. (1992). Power primer. *Psychological Bulletin*, 112, 155–159.
- Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, 49(12), 997-1003.
- Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cowles, M., & Davis, C. (1982). On the origins of the .05 level of statistical significance. *American Psychologist*, 37(5), 553-558.
- Costello, A. B., & Osborne, J. W. (2005). Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Practical Assessment, Research, & Evaluation*, 10(7). Retrieved from <http://pareonline.net/genpare.asp>
- Crocker, L. M., & Algina, J. (2006). *Introduction to classical and modern test theory*. New York, NY: Holt, Rinehart, & Winston.

- Crockett, S. A. (2012). A five-step guide to conducting SEM analysis in counseling research. *Counseling Outcome Research and Evaluation*, 3(1), 30-47.
- DeVellis, R. F. (2012). *Scale development: Theory and applications* (3rd ed.). Newbury Park, CA: Sage.
- Dimitrov, D. M. (2012). *Statistical methods for validation of assessment scale data in counseling and related fields*. Alexandria, VA: American Counseling Association.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2008). *Internet, mail, and mixed-mode surveys: The tailored design method*. New York, NY: Wiley.
- Fan, X., & Sivo, S. A. (2005). Sensitivity of fit indexes to misspecified structural or measurement model components: Rationale of two-index strategy revisited. *Structural Equation Modeling*, 12(3), 343-367.
- Fan, X., & Wang, L., (1998). Effects of potential confounding factors on fit indices and parameter estimates for true and misspecified SEM models. *Educational and Psychological Measurement*, 58, 701 – 735.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Foster, L., Steuart, W., Meeks, C. & Young, S. (2002). Single-subject research design for school counselors: Becoming an applied researcher. *Professional School Counseling*, 6(2), 146-154.
- Ghosh, S. (1999). *Multivariate analysis, design of experiments, and survey sampling*. New York: Marcel Dekker
- Glass, G. (1980). *Quasi-experiments: The case of interrupted time series*. Washington, D.C: American Educational Research Association
- Granello, D. H. (2007). Publishing quantitative manuscripts in *Counselor Education and Supervision*: General guidelines and expectations. *Counselor Education & Supervision*, 47, 66-75.
- Grimm, L. G., & Yarnold, P. R. (Eds.). (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.).
- Henson, R. K., & Roberts, J. K. (2006). Use of exploratory factor analysis in published research. *Educational and Psychological Measurement*, 66(3), 393-416.
- Henson, R. K., & Roberts, J. K. (2010). Use of exploratory factor analysis in published research: Common errors and some comment on improved practice. *Educational and Psychological Measurement*, 66(3), 393-416.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71(2), 165-179.
- Hoyle, R. H. (Ed). (2012). *Handbook of structural equation modeling*. New York: The Guilford Press.
- Hsu, L. M. (1993). Using Cohen's tables to determine the maximum power attainable in two sample tests when one sample is limited in size. *Journal of Applied Psychology*, 78(2), 303-305.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Huck, S. W. (2012). *Reading statistics and research* (6th ed). Upper Saddle River, NJ. Pearson.
- Kaplan, D. (2009). *Structural equation modeling: Foundations and extensions* (2nd ed.).

- Washington, DC: Sage.
- Kline, P. (2000). *The handbook of psychological testing* (2nd ed.). London: Routledge.
- Kline, P. (1994). *An easy guide to factor analysis*. New York, NY: Routledge Group.
- Kline, R. B. (1991). Latent variable path analysis in clinical research: A beginner's tour guide. *Journal of Clinical Psychology*, 47(4), 471-484.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New York, NY: The Guilford Press.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Leech, N. L., Onwuegbuzie, A. J., & O'Connor, R. (2011). Assessing internal consistency in counseling research. *Counseling Outcome Research and Evaluation*, 2(2), 115-125.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Thousand Oaks, CA: Sage.
- Lomax, R. G., & Hahs-Vaughn, D. L. (2012). *Statistical concepts: A second course* (4th ed.). New York: Routledge.
- Lundervold, D. A., & Belwood, M. F. (2000). The best kept secret in counseling: Single-case ($N = 1$) experimental designs. *Journal of Counseling & Development*, 78, 92-102.
- MacCallum, R. C., Widaman, K.F., Preacher, K. J., & Hong, S. (2001). Sample size in factor analysis: The role of model error. *Multivariate Behavioral Research*, 36, 611 – 637.
- Marsh, H.W., Hau, K-T., & Wen, Z. (2004). In search of golden rules: Comment on hypothesis-testing approaches to setting cutoff values for fit indexes and dangers of overgeneralizing Hu and Bentler's (1999) findings. *Structural Equation Modeling*, 11, 320-341.
- Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypotheses to results*. San Francisco, CA: John Wiley & Sons.
- Mertler, C. A., & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods: Practical application and interpretation*. Glendale, CA: Pyrczak.
- Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2011). *Applied social research: A tool for the human services* (8th ed.). Belmont, CA: Brooks/Cole.
- Mulaik, S. A. (2010). *Foundations of factor analysis* (2nd ed.). New York, NY: Taylor & Francis Group.
- Mvududu, N. H., & Sink, C. A. (2013). Factor analysis in counseling research and practice. *Counseling Outcome Research and Evaluation*, 7(2), 75-98.
- Onwuegbuzie, A. J., & Leech, N. L. (2004). Post hoc power: A concept whose time has come. *Understanding Statistics*, 3(4), 201-230.
- Osborne, J. W. (2013). *Best practices in data cleaning*. Thousand Oaks, CA: Sage.
- Osborne, J. W. (2015). *Best practices in logistic regression*. Thousand Oaks, CA: Sage.
- Osborne, J. W., & Fitzpatrick, D. C. (2012). Replication analysis in exploratory factor analysis: What it is and why it makes your analysis better. *Practical Assessment, Research & Evaluation*, 17(15). Retrieved from <http://pareonline.net/pdf/v17n15.pdf>
- Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using SPSS* (5th ed.). Open University Press.
- Petrocelli, J. V. (2003). Hierarchical multiple regression in counseling research: Common problems and possible remedies. *Measurement and Evaluation in Counseling and Development*, 36, 9-22.
- Ponterotto, J. G., & Ruckdeschel, D. E. (2007). An overview of coefficient alpha and a reliability matrix for estimating adequacy of internal consistency coefficients with psychological

- research measures. *Perceptual and Motor Skills*, 105, 997-1014.
- Raykov, T., & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. New York: Routledge
- Raykov, T., & Marcoulides, G. A. (2006). *A first course in structural equation modeling* (2nd ed.). New York: Psychology Press.
- Richards, S. B., Taylor, R., Ramasamy, R., & Richards, R.Y. (1999). *Single subject research: Applications in educational and clinical settings*. San Diego, CA: Singular Pub. Group
- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Washington, DC: Sage.
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online*, 8, 23–74.
- Schumacker, R. E., & Lomax, L. G. (2010). *A beginner's guide to structural equation modeling* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum and Associates.
- Shih, T. H., & Fan, X. (2009). Comparing response rates in e-mail and paper surveys: A meta-analysis. *Educational Research Review*, 4(1), 26-40.
- Sink, C. A., Stroh, H. R. (2006). Practical significance: The use of effect sizes in school counseling research. *Professional School Counseling*, 9(5), 401-411.
- Snijders, T. A. B., & Boscher, R. J. (2012). *Multilevel analysis: An introduction to basic and advanced multilevel modeling* (2nd ed.). Thousand Oaks, CA: Sage.
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences* (5th ed.). New York, NY: Routledge.
- Streiner, D. L. (2010). Measure for measure: New developments in measurement and item response theory. *Research Methods in Psychiatry*, 55(3), 180-186.
- Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, 80(1), 99-103.
- Tanguma, J. (2000). *Steps in test construction*. Paper presented at the Annual Meeting of the Southwestern Psychological Association, Dallas, TX.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Upper Saddle River, NJ: Pearson.
- Thomas, R. M. (1998). *Conducting educational research: A comparative view*. Westport, CT: Bergin & Garvey.
- Trusty, J. (2011). Developing studies for publication in counseling journals. *Journal of Counseling & Development*, 89(3), 261-267.
- Veldkamp, B. P. (2002). Optimal test construction. (Report No. RR-02-08). Faculty of Educational Science and Technology, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands. E-mail: Fox@edte.utwente.nl.
- Wagner, W. E. (2015). *Using IBM SPSS statistics for research methods and social sciences statistics* (5th ed.). Washington, DC: Sage.
- Weston, R., & Gore, P. A. (2006). A brief guide to structural equation modeling. *The Counseling Psychologist*, 34(5), 719-751.