

Graduate Council Curriculum Subcommittee
September 11, 2007
12:30 p.m., 395 MH

Agenda

1. Welcome and Introductions
2. Demo of new Graduate Council website
3. Review of Graduate Council Curriculum procedures and policies
4. Confirmation of start times for meetings
5. Proxy voting
6. Addition of a Higher Education track, Ph.D. Education
7. Transfer School Counseling Track from EdS in School Psychology to the EdS in Education
8. Addition of a Non-thesis option, MS Molecular Biology and Microbiology

Doctor of Philosophy in Education Higher Education Track

Purpose:

The Higher Education Track of the Doctor of Philosophy in Education offers an advanced and terminal degree for scholars and leaders in postsecondary education and in college and university settings. The Specialization has been designed to broaden the analytical research, administrative and supervisory skills, political and legal knowledge to enhance their higher education careers.

Identified Target Audience

The Ph.D. in Education, Higher Education Track is a research-oriented degree appropriate for those employed in teaching, research and administrative positions in postsecondary education, two- and four-year institutions of higher education and other educational settings who need a strong theory, research and practice base in their careers.

Career Outcomes

It is the intent of this program to be interdisciplinary, allowing flexibility for students who will work in research clusters and learning communities with faculty on postsecondary education-related research. Programs of study can be designed for those educators who seek faculty or administrative positions in higher education, business and industry.

Curriculum

Minimum Hours Required for this Track – 72 Credit Hours

Ph.D. Core Courses —24 Credit Hours

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

Higher Education Specialization – 21 Credit Hours Minimum

- EDH 7xxx Educational Leadership in Higher Education (3 credit hours) (New Hire)
- EDH 7xxx Politics, Governance and Finance Higher Education (3 credit hours) (New Hire)
- EDH 7xxx Educational Personnel and Contract Negotiation (3 credit hours) (Ken Murray)
- EDA 7326 Law in Higher Education (3 credit hours)
- EDH 6065 History and Philosophy of Higher Education (3 credit hours)
- EDA 6540 Organization and Administration of Higher Education (3 credit hours)
- EDH 6946 Higher Education Internship (3 credit hours)

Internship—3 Credit Hours Minimum

Specialization in all tracks must include 3 credit hours of internship (minimum)

Dissertation—24 Credit 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 defend the final research submission with the dissertation committee.

Total minimum hours in Higher Education Track72 hours

Concentrations

If students desire a concentration in either Student Personnel or Community College, they may take 12 hours of additional coursework beyond the minimum 72 hours required for the track, as shown below, for a total of 84 credit hours for the track and the concentration.

Student Personnel Concentration

- EDH 7xxx Supervision & Consultation Process in Student Affairs (3 credit hours) (New Hire)
- EDH 7xxx Assessment Practices in Student Affairs (3 credit hours) (New Hire)
- EDH 7xxx Advance Seminar in Student Personnel (3 credit hours) (New Hire)
- EDH 6047 College Community and the Student (3 credit hours)

OR

Community College Concentration

- EDH 6053 The Community College in America (3 credit hours)
- EDH 6204 Community College Organization, Administration and Supervision (3 credit hours)
- EDH 6215 Community College Curriculum (3 credit hours)
- EDH 7xxx Seminar in Community Colleges (3 credit hours) (New Hire)

Candidacy

To enter candidacy for the Ph.D., students must have an overall 3.0 grade point average on all graduate work included in the planned program and pass all required examinations.

Candidacy Examinations

- Examinations must be completed prior to admission to candidacy.
- Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and support programs must be notified of the date and location of the exam 30 days in advance.
- All Ph.D. candidates will be required to complete two examinations. Students must be enrolled in the university during the semester an examination is taken.
 - Research in the Specialization—8-hour written examination
 - Specialization—3-hour oral examination

Admission

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions and Registration](#) section of the Graduate Catalog. Applicants must [apply online](#). Please be sure to submit all requested material by the established deadline(s).

In addition to the general admission requirements, applicants must provide:

- Evidence of a master's degree and master's level competency in educational research and statistics
- GPA of 3.0 and GRE of 1000.
- Three letters of recommendation
- Goal statement
- Resume
- Transcripts from all previously attended institutions
- For applicants from countries where English is not the official language, or for an applicant whose bachelor's degree is not from an accredited U.S. institution, an official score of at least 220 (computer-based test; or equivalent score on the paper-based test) on the Test of English as a Foreign Language (TOEFL) is required.

Application Due Dates

All students applying for fellowships must apply by the Fall Priority deadline date.

U.S. Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Doctor of Philosophy in Education Higher Education Track	Dec 20	Feb 15		
Student Personnel Specialization	Dec 20	Feb 15		
Community College Adm. Specialization	Dec 20	Feb 15		

International Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Doctor of Philosophy in Education Higher Education Track	Jan 15	Jan 15		
Student Personnel Specialization	Jan 15	Jan 15		
Community College Adm. Specialization	Jan 15	Jan 15		

International Transfer Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Doctor of Philosophy in Education Higher Education Track	Dec 20	Feb 15		
Student Personnel Specialization	Dec 20	Feb 15		
Community College Adm. Specialization	Dec 20	Feb 15		

Faculty and Credentials

In addition to the faculty listed below, the program is currently in the process of interviewing individuals for a new tenure-earning position. Tenure-earning faculty members in the College of Education typically teach three 3-credit hour courses each semester.

Haiyan Bai, Ph.D., University of Cincinnati

David Boote, Ph.D., Simon Fraser University

Rosa Cintron, Ph.D., Florida State University

Lisa Dieker, Ph.D., University of Illinois

Debbie Hahs-Vaughn, Ph.D., University of Alabama

Peg Miller, Ph.D., Virginia Polytechnic Institute & State University

Kenneth T. Murray, J.D., Ph.D., Indiana University

Edward H. Robinson, III, Ph.D., Duke University

Stephen A. Sivo, Ph. D., Texas A&M University

Eleanor L. Witta, Ph.D., Virginia Polytechnic Institute & State University

Monifa G. Beverly, Ph.D., University of North Carolina at Chapel Hill

Associate Graduate Faculty

David Harrison, Ph.D., Ohio State University

Craig Ullom, Ed.D., University of Georgia

Anthony Thompson, Ed.D., Florida State University

Resource Reallocation

Little resource reallocation will be necessary for this program. Two new classes will be taught by a new hire, starting in the Fall 2008 and a search committee is in the hiring process now. The new hire will be full-time in the program area. If he/she isn't teaching one of the new courses, that individual will teach another course in the program----which will, in turn, free up another faculty to teach one of the new courses. Please note that these courses are not all offered in the same semester. The program has an established course rotation so that students know exactly when the courses are offered.

Only one existing faculty member will teach a new course, Ken Murray, and he will take on the additional course as it is very similar to an existing course that is being taught already, with a K-12 focus.

SCHOOL COUNSELING TRACK

Total Hours Required for Ed.S.—Minimum of 48 credit hours beyond the master's degree

The School Counseling Ed.S. requires a practicum and internship, with an optional thesis. Practica and internship are independent learning activities that take place in authentic settings in which students must apply, reflect on, and refine knowledge and skills acquired in the program. The internship experience gives students full control of the operational setting where they are placed (e.g., such as primary classroom teacher while being observed and mentored by a supervising teacher and UCF faculty member). Students who successfully complete this track will be able to work as school counselors in P-12 settings.

Area A: Core—9 Credit Hours

- EDF 6155 Lifespan Human Development and Learning (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- MHS 6220 Individual Psychoeducational Testing I (3 credit hours)

Area B: Specialization—30 Credit Hours

- MHS 6400 Theories of Counseling and Personality (3 credit hours)
- MHS 6401 Techniques of Counseling (3 credit hours)
- MHS 6420 Counseling Special Populations (3 credit hours)
- MHS 6500 Group Procedures and Theories in Counseling (3 credit hours)
- SPS 6815 Legal and Ethical Issues in Professional School Counseling (3 credit hours)
- SDS 6347 Career Development (3 credit hours)
- SDS 6411 Counseling with Children and Adolescents (3 credit hours)
- SDS 6620 Coordination of Comprehensive Professional School Counseling Programs (3 credit hours)
- Two electives approved by the adviser (6 hours)

Area C: Professional Clinical Experience—9 Credit Hours

- MHS 6803 Practicum in Counselor Education (3 credit hours)
- SDS 6947 Internship in Professional School Counseling (3 credit hours)
- SDS 6947 Internship in Professional School Counseling (3 credit hours)

Independent Learning Experience:

Satisfactory completion of a portfolio is required as the independent and culminating experience in this program. The portfolio will document the reflections and learning experiences and projects that the student has engaged in throughout the curriculum.

Exit Requirements Include:

- Achieve at least a GPA of 3.0 in counseling specialization courses.
- Achieve a "B-" or better in MHS 6803 and SDS 6947.
- Complete a portfolio and receive approval by Counselor Education faculty.
- Pass comprehensive oral examinations satisfactorily.

NON THESIS OPTION IN THE MS PROGRAM MOLECULAR BIOLOGY AND MICROBIOLOGY

>>> Karl Chai 6/15/2007 10:30 AM >>>

Dear Dr. Bishop:

On behalf of a faculty committee appointed by Dr. Kolattukudy, I have drafted a memo regarding our request for a non-thesis option in the MS program in Molecular Biology and Microbiology. We will require for 35 credit hours for the non-thesis, whereas we currently require 30 hours for the thesis option. I would like to invite your comments and feedback on this memo, in the end to be submitted to the Graduate Council for review and approval. Also, would you prefer to have this memo on our college's letterhead, or an electronic version would suffice?

Thank you for your kind assistance in this matter.

Sincerely,

Karl

Karl X. Chai, Ph.D.
Associate Professor and Graduate Coordinator
Department of Molecular Biology and Microbiology
Burnett College of Biomedical Sciences
Biomolecular Science Center
Bldg. 20, Rm. 323
University of Central Florida
4000 Central Florida Boulevard
Orlando, FL 32816-2364
Tel: (407) 823-6122 (Office)
(407) 823-0949 (Lab)
Fax: (407) 823-0956

>>> Karl Chai 8/28/2007 10:17 AM >>>

Dear Dr. Bishop:

Thank you for your note. The rationale for requiring the teaching experience is based on the information passed along by the Provost's office that there is a need for training teachers for community colleges and high schools, statewide. As this is a non-thesis option, we shifted the emphasis of training from a laboratory research experience to a classroom experience. Our eventual goal is to transform the non-thesis option into a distance-learning ready operation to accommodate the need for teachers training statewide.

Sincerely,

Karl

Karl X. Chai, Ph.D.
Associate Professor and Graduate Coordinator
Department of Molecular Biology and Microbiology
Burnett School of Biomedical Sciences
Biomolecular Science Center
College of Medicine
University of Central Florida
4000 Central Florida Boulevard
Bldg. 20, Rm. 323
Orlando, FL 32816-2364
Tel: (407) 823-6122 (Office)
(407) 823-0949 (Lab)
Fax: (407) 823-0956

June 15, 2007

Memorandum

**To: Dr. Patricia Bishop
Dean, Graduate Studies**
**From: Karl X. Chai, Ph.D.
Associate Professor and Graduate Coordinator
Department of Molecular Biology and Microbiology
Burnett College of Biomedical Sciences
University of Central Florida**

The Department of Molecular Biology and Microbiology requests for consideration and approval by the Graduate Council (Curriculum Subcommittee) of a non-thesis option for the Molecular Biology and Microbiology Master of Science program. The intended start time for this non-thesis option is August 2008. A description of the non-thesis option for the Molecular Biology and Microbiology Master of Science program is provided in this document.

Program Description

Molecular Biology and Microbiology Master of Science Non-Thesis Option

Purpose: The non-thesis option of the Molecular Biology and Microbiology Master of Science degree program addresses the need of applicants who wish to pursue a teaching career in secondary schools, two-year and four-year colleges, or other careers without an active research role. The same rigor and quality of training currently offered to students in the thesis option will be provided to seekers of the non-thesis option.

Course Requirements:

Total Credit Hours Required: 35

A. Required courses: 18 Credit Hours

BSC 6431 Practice of Biomolecular Science (2 credit hours)
BSC 6432 Structure-Function-Relationships of Biomolecular Science I (5 credit hours)
BSC 6433 Structure-Function-Relationships of Biomolecular Science II (5 credit hours)
BSC 6407C Laboratory Methods in Molecular Biology (4 credit hours)
MCB 6938 Seminar (2 credit hours)

B. Elective courses with Biomedical Sciences focus (6 Credit Hours)

MCB 5225 Molecular Biology of Disease (3 credit hours)
MCB 5527 Genetic Engineering and Biotechnology (3 credit hours)
MCB 6226 Molecular Diagnostics (3 credit hours)
PCB 5238 Immunobiology (3 credit hours)
PCB 5239 Tumor Biology (3 credit hours)
PCB 5275 Signal Transduction Mechanisms (3 credit hours)
PCB 6528 Plant Molecular Biology (3 credit hours)

C. Elective courses with Microbiology focus (6 Credit Hours)

MCB 5205 Infectious Processes (3 credit hours)

MCB 5505 Molecular Virology (3 credit hours)

MCB 5654 Applied Microbiology (3 credit hours)

MCB 6417C Microbial Metabolism (3 credit hours)

D. Capstone experience (5 Credit Hours)

An in-depth current literature research report on a relevant subject will be required for each student in the final semester of study. The student will select a faculty advisor to chair a faculty committee of three members for evaluation of the report.

Examination and Professional Writing Requirements:

An oral presentation on the written capstone report will be used as a final examination. A majority of the program faculty must be present for the final examination. Before graduation, the report should be submitted for consideration of publication as a review article in appropriate journals.

Teaching Requirements:

Students without significant prior teaching experience, such as but not limited to a minimum of a year in secondary schools or colleges, are required to serve as Graduate Teaching Assistants for a minimum of two semesters.