Graduate Curriculum Committee
January 21, 2009
11:30 a.m., MH 243

Agenda

1. Welcome and call to order

2. Approval of minutes from January 7 meeting

3. Renaming of the MA and MEd program in Exceptional Education to Exceptional Student Education, COE

4. Suspension of the MEd Educational Media program, COE

5. Suspension of the Online Educational Media Certificate program, COE

6. Addition of a Reading Education track to the PhD in Education, COE

7. Courses and special topics

8. Adjournment

Members of the Graduate Curriculum Committee:

David Boote, COE
Deborah Breiter, RCHM
Raj Echambadi, CBA
Robert Ford, CBA
Ronnie Korosec, COHPA
Ram Mohapatra, COS -- Chair
Tison Pugh, CAH
Martin Richardson, COP
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS
Diane Wink, CON
Patricia Bishop, GS
Max Poole, GS

This is a request to officially change the name of our program to the "Exceptional Student Education" program throughout all of the systems here within the College of Education and the University of Central Florida, as it appears that there are various titles for our program currently. The state approves programs in state-defined teacher certification coverages. In the case of our Ex Ed programs, that means both the B.S. and M.A. are approved programs in Exceptional Student Education/ESOL Endorsement K-12. The official state certification "title" for Ex Ed is Exceptional Student Education. That officially has no bearing our degrees, which is the result of a totally independent UCF/BOG curricular approval process that is in no way related to state approval of initial teacher preparation programs. For example, we offer a state-approved program in Pre-K/Primary PK-3/ESOL in a B.S. degree entitled "Early Childhood Education." According to the official UCF Academic Program Inventory, our B.S., M.A., and M.Ed programs are all entitled "Exceptional Education." Interestingly, that inventory also shows that while the diploma titles for the M.A. and M.Ed. also say "Exceptional Education," the diploma title for the B.S. is listed as "Exceptional Child Education." Even more perplexing, the undergraduate catalog shows the B.S. program name as "Exceptional Student Education." It looks, based on the Academic Program Inventory, as though we could request an undergraduate catalog correction for the next (2009) update to simply show the program as "Exceptional Education" in keeping with the Academic Program Inventory. Seems like we would also want to ask that diploma's for B.S. graduates also simply say Bachelor of Science in Exceptional Education. Transcript stamps for both the B.S. and M.A. should continue to say that the individual has completed a "state approved initial teacher preparation program in Exceptional Student Education K-12 with ESOL Endorsement," which is already being done. That is for the benefit of our graduates when they submit to the state for their professional certificate.

MEMORANDUM

TO: Dr. Sandra Robinson, Dean
           College of Education

           Dr. Grant Hayes, Associate Dean for Graduate Studies
           College of Education

FROM: Conrad Katzenmeyer, Ph.D., Chair
           Dept. of Educational Technology, Research, and Leadership

           Judy Lee, Ph.D., Educational Media Program Faculty

DATE: October 22, 2008

Subject: Inactivation of Ed Media (M.Ed) and the Online Ed Media
           Certificate Program

The Department of Educational Research, Technology, and Leadership
(ERTL), including the Ed Media program faculty, recommend the inactivation
of following two programs effective spring 2009:
      -Master of Education (M.Ed.) in Education Media
      -Online Educational Media Certificate program

We request that both Ed Media programs will remain in the UCF College of
Education's graduate degree inventory and may be reactivated at a later date
if the need arises. Since many of the Ed Media courses can be used as
electives in other education degrees, we request that courses remain in the
College's graduate course inventory.

Program faculty members plan to no longer accept new graduate students
beginning spring 2009 in the M.Ed. in Education Media or the Online
Education Media Certificate programs. All current students in both the M.Ed.
in Education Media and the Online Educational Media Certificate programs will
have the opportunity to complete the programs in which they were admitted.
Program faculty will create a detailed course rotation, outlining the specific
semesters in which all program courses will be offered. In addition, program

faculty will analyze each student's program of study to determine when the last course offerings will be available, giving students an opportunity to complete their programs in a timely manner. If this request is approved, faculty will notify each student and inform him/her of this decision, ensuring every current student that he/she will continue to receive a high quality graduate education.

The rationale for this recommendation is based on the following:

1. **Insufficient Ed Media program faculty**

The programs currently have two tenured faculty members, Dr. Judy Lee and Dr. Donna Baumbach. Dr. Lee plans to retire in summer 2009 and Dr. Baumbach is in phase retirement, only teaching in spring semesters for the next three years. There are no other tenured or tenure-earning faculty members in the Ed Media programs. The Ed Media (M.Ed) and the Online Certificate program share common Ed Media courses. Dr. Lee is the only tenured Ed Media faculty, teaching seven of the nine online courses in the program. The other two of the Ed Media courses are currently taught by highly qualified adjuncts. In preparation for Dr. Lee's retirement, additional qualified adjuncts are being recruited and trained to teach the Ed Media courses and Dr. Baumbach will teach until the end of her phase retirement.

2. **Accreditation Issues/Concerns**

Based on National Council for the Accreditation of Teacher Education (NCATE) Standards, the American Library Association/American Association of School Librarians (ALA/AASL) Standards, and the Florida Department of Education (FLDOE) Standards/Guidelines, including the Florida Educator Accomplished Practices (FEAPs), the Florida Subject Area Competencies (FSAC), Professional Education Competencies (PEC ESOL) and Reading Endorsement Competency (REC), there is a major concern that without a tenured or tenure-earning Ed Media program faculty member, the Ed Media curriculum could quickly become compromised and program accreditation approval will be jeopardized.

A synopsis of the NCATE, ALA/AASL and FL DOE standards that relate to curriculum and faculty has been provided in the addendum.

Since the Ed Media Masters (M.Ed.) and the Online Ed Media Certificate program are both offered completely in an online format, all full-time faculty and adjuncts must successfully complete IDL or ADL through the UCF Office of Distributed Learning. Because adjuncts teaching in these programs are only required to receive ADL training, they are restricted from making course updates and changes to any program courses.

Program faculty feel it's the responsibility of a full-time, tenure or tenure-earning faculty member to engage in making any updates and/or

curriculum changes to the program's online courses. These changes require considerable expertise in DreamWeaver and in-depth skills in WebCourses, the new online course delivery format. This responsibility should not be delegated to adjuncts or part-time faculty members.

Dr. Lee plans to complete any needed changes to courses in the program, including the migration to WebCourses, prior to her retirement in summer 2009, ensuring that the content in the all Ed Media courses will remain current and relevant. This action will allow all current students to receive a high quality graduate education from this program.

3. Student Concerns
In order to become highly qualified, effective school media specialists, the Ed Media program has always strived to provide students with relevant pre-professional online assignments, activities, discussions, and assessments. Due to the specific nature of the discipline, the Ed Media content rapidly changes in order to reflect the needs, challenges, and changes in PK-12 schools.

Since each Ed Media course is only taught once an academic year, it is imperative that students enrolled in both the Ed Media M.Ed. and the Online Ed Media Certificate programs complete online courses with current and relevant content. For the Ed Media M.Ed., quality course content is needed to ensure students pass the Ed Media Subject Area Exam (SAE) of the Florida Teacher Certification Examination (FTCE) as well as demonstrate mastery of state-mandated Florida Educators Accomplished Practices as required for graduation from the M.Ed.

Conrad Katzenmeyer, Ph.D., Chair
Dept. of Educational Technology, Research, and Leadership

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Judy Lee, Ph.D.
Educational Media Program Faculty

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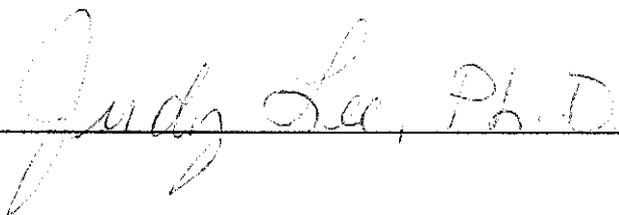
Accreditation Standards Addendum

NCATE Standard 5: Faculty Qualifications, Performance and Development

Faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is know about their content fields, teaching, and learning in their own instructional practice.

ALA/AASL Standards For Initial Programs for School Library Media Specialist Preparation

The National Council for the Accreditation of Teacher Education accredits library education programs, many of which lead to a master's degree in education with a specialty in school librarianship. ALA is a Member Organization of NCATE and states:

" ...a master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education" is the appropriate first professional degree for school library media specialists (ALA Policy 54.2.2).

The school library media preparation program must provide information about its curriculum, and clearly demonstrate how that curriculum meets the standards for school library media specialist preparation to include

- Relevant information about the governance of the program, the mechanisms for developing policies and procedures, and information about the operation of the program.

- List of faculty teaching in the school library media program, with information about their expertise, experience, responsibilities and tenure status.

Florida Department of Education: Standard 3, Indicator 2: Curriculum Design

State mandated requirements related to the curriculum design component of the program-including both content and delivery-are implemented and monitored, with improvements made as appropriate.

Proposal

Ph.D. in Education - Reading Education Track

Ph.D. in Education - Reading Education Track

Purpose of the track:

Faculty in the Department of Teaching and Learning Principles propose a new track in the Ph.D. in Education: Reading Education Track. The track builds on the existing Ph.D. in Education research core, adds a specialization area in reading, and adds an additional concentration in a related field (communicative disorders, exceptional education, TESOL, language arts, children's literature). This proposal occurs at a time when state and federal governments are demanding research-based P-12 reading instruction. Much discussion has occurred in the field of reading about how to define and identify "scientifically research-based" instruction. The purpose of this track is to develop reading scholars who will be prepared to conduct, interpret, and disseminate research in the field of reading.

This proposed program is intended for educators who are interested in teaching in a college, university, or community college, or leading curriculum and instructional improvement in pre-K-16 education in local, national and international settings. This program is committed to preparing educators through a program that integrates both research and educational practice. In today's climate of educational reform, new educational leaders are needed who are knowledgeable of educational reforms in reading education from multiple perspectives, and who are prepared to conduct research that can inform reading theory, practice and policy.

Learning to read and reading to learn have never been of more importance in our society than they are today. In our schools, the process of reading is the major vehicle for teaching and learning. The primary task of the teacher of reading is to develop to the fullest in each individual the ability to use language both verbally and nonverbally. How teachers teach reading and attend to student differences will have lasting effects on each child in their classrooms. The responsibility for preparing our nation's teachers of reading rests primarily with higher education doctoral programs and with professors of reading education. It is the responsibility of professors in reading education to prepare teachers with those competencies which are likely to contribute to student achievement and to contribute to and increase the research base on the process of reading.

The doctoral program is based on the view that the work of our faculty and its students will be measured by its impact on the practice of education: in the classrooms, schools, and districts throughout Florida and the nation. This is accomplished through critical thought, research and reflective practice related to: teaching and learning, reading research, policy and teacher education. The program is particularly focused on understanding how reading instruction can be successfully applied in the context of educational reform with diverse populations of students. The Reading Education program stresses the importance of research and study in a collaborative social context, grounded in the realities of schooling. Doctoral students will become part of a community that links scholars with practicing professionals, policy makers and educational organizations. Doctoral students will conduct reading research, and critically

examine curriculum, learning processes, reading assessment, and the characteristics and politics of learning environments.

Career outcomes:

The Reading Education program track is designed to prepare scholars and leaders in reading education to serve in the following types of professional positions:

- Professor in reading education at a college or university
- Reading researcher/consultant for government agencies
- Director of reading programs for a school system

Identified Target Audience:

The identified target audience for this Ph.D. track in Reading Education will be individuals who currently are in the field of education and who wish to enter the professoriate in reading education or who wish to pursue a career in P-12 school systems or other settings that require a reading research focus.   An initial enrollment of four to six Ph.D. candidates is projected for this track followed by six candidates per year as an estimated annual target.

Need:

The need for this track is timely as indicated by the Credential Guidelines established by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS Credential Guideline 3.7.1.a. (2004, page 29) states: "Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline." Because of increased state and federal requirements for "highly qualified" teachers in reading, the demand for graduate reading courses will continue to increase. In order to comply with SACS guidelines, graduate reading faculty will be needed to teach those courses.

Graduate courses in reading at UCF are offered in the Graduate Certificate in Reading and in the Master of Education in Reading programs. In these programs alone, Fall 2007 through Fall 2008 headcount data indicated an average of 74 students per semester. Even more informative is that 25 students have been admitted to the Reading M.Ed. for Spring 2009; the number of Spring 2008 applicants to the M.Ed. was 11. Assuming that other similar institutions in the state have similar numbers of students, there will be an increased demand for graduate reading faculty in the state. Because the demand for "highly qualified" teachers is a national issue, the demand for graduate reading faculty has also become a national need.

Curriculum:

The proposed curriculum is a 78 credit hour track that is comprised of the 24 credit hour Ph.D. Education core (12 credit hours from Interdisciplinary Studies + 12 credit hours from Educational Research), 21 credit hours in reading specialization* (including 6 credit hours of internship), 9 credit hours in a concentration of a related field (exceptional education, communicative disorders,   TESOL, language arts, children's literature), and 24 credit hours for dissertation (see Appendix A). *Before beginning the reading specialization courses, students must meet the prerequisite of having earned the Master of Education in Reading or equivalent (including 21 hours of reading courses at the master's level).

Admission requirements include traditional standards for admission to a UCF Ph.D. program and will also include an interview and a written narrative, both of which will be conducted on campus. Upon admission to the program, the candidate will be assigned to an advisor.

Faculty Resources and Impact on the Department:

The Department of Teaching and Learning Principles would be responsible for delivering the 21 hours of Advanced Specialization Courses in Reading. Five of those courses (15 hours) will require faculty as instructors. Scheduling of those five reading specialization courses would require one doctoral level course per semester. Faculty will be available to teach those courses, because the beginning of the Ph.D. Reading track would coincide with the completion of the last Communicative Disorders cohort in the Graduate Certificate in Reading program. For the past four (4) years, a Communicative Disorders cohort has required an extra section for each of the courses within the Graduate Certificate in Reading Program. With the completion of the last Communicative Disorders cohort, those extra sections will no longer be required after Fall 2009. Reading faculty who had been teaching those extra sections of the certificate program courses will then be available to teach courses in the Ph.D. Reading track. Reading faculty had provided 18 hours of Graduate Certificate in Reading program courses per year for the Communicative Disorders cohort; the Ph.D. reading specialization courses will require 15 credit hours per year of reading faculty time, thus no additional faculty hours will be needed.   The six hour Ph.D. reading internship, the final course in the 21 hours of Advanced Specialization Courses in Reading, would require faculty mentoring and would be treated as independent study hours. The Ph.D. candidate will register for the internship hours, be mentored by reading faculty, and then plan and teach one section of an undergraduate reading education course for each 3 hours of Ph.D. internship credit. The department will actually benefit from having the Ph.D. candidate as an additional instructional resource. Finally, currently there is a graduate assistantship associated with the Morgridge International Reading Center; this assistantship would be allotted to a Ph.D. Reading doctoral student after the track is initiated. The ultimate impact on the Department of Teaching and Learning Principles is that no additional faculty will be required, and Ph.D. students will actually provide additional faculty resources for our undergraduate programs.

Courses developed for the Ph.D. Reading track will also be used by students in the Ed.D. in Education and as electives for students in the Ph.D. in Education –Communicative Disorders track. Therefore, enrollment in the doctoral reading courses is projected to be greater than the number of Ph.D. Reading track students.

Graduate Faculty:

Reading Education Faculty	Qualifications
Blair, Timothy Professor	PhD Early Childhood/Elementary Education in Reading University of Illinois
Williams, Karri Associate Professor	PhD Reading, Minor: Linguistics, Cognate: Research University of Arizona
Zygouris-Coe, Vassiliki Associate Professor	PhD Instruction and Curriculum University of Florida
Roberts, Sherron Associate Professor	PhD Elementary Education University of Arkansas
Kelley, Michelle Assistant Professor	EdD Educational Leadership; Emphasis: Reading University of Florida
Scharlach, Tabatha Assistant Professor	PhD Curriculum and Instruction; Reading Concentration University of Florida
Wegmann, Susan Assistant Professor	PhD Curriculum and Instruction; Reading Concentration University of Florida
Wilson, Nance Assistant Professor	PhD Reading, Writing, Literacy University of Illinois

Other Faculty providing support for the core courses:
Monifa Beverly, Ph.D. Assistant Professor, Educational Research, University of North Carolina-Chapel Hill.
Edward (Mike) H. Robinson, Ph.D. Professor, Counseling and School Psychology, Duke University
Lisa Dieker, Ph.D. Professor, Special Education, University of Illinois.
Debbie Hahs-Vaughn, Ph.D. Assistant Professor, Educational Research, University of Alabama
Stephen Sivo, Ph.D. Associate Professor, Educational Research, Texas A&M University
Lea Witta, Ph.D. Associate Professor, Educational Research, Virginia Polytecnic Institute and State Universitiy

Administration of Program:
The projected implementation start date is estimated to be Fall 2009.

Appendix A

This track is designed to provide further education for those aspiring to work in the area of education at the post-secondary level (four-year college and/or research university) or as a lead teacher/resource teacher for a school district.   The program assumes prior study in reading education. The program provides for an area of advanced study in the field of reading and a concentration in a closely related field. The program includes a strong research base through the research core and specialization coursework and an internship during which a candidate gains professorial experience.

Students are required to have the equivalent of the Master of Education in Reading degree, 21 hours of graduate reading education credit, prior to entering the program. In the event that a student does not have 21 hours of graduate reading education credit, the student can be admitted to the program, but will be required to complete the 21 hours in addition to the required program hours.

Doctor of Philosophy in Education

Minimum Hours Required for Ph.D.in Education—69 Credit Hours; for the Reading Education Track, 78 credit hours

Core Courses—24 Credit Hours

- IDS 7501 Issues and Research in Education (3 credit hours)
- IDS 7938 Research Cluster Seminar (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)

Reading Education Track—30 Credit Hours Minimum

Advanced Specialization Courses (minimum 21 credit hours)

- RED 7XXX   Theoretical Processes of Reading Comprehension (3 credit hours)
- RED 7XXX   Reading and Writing Processes (3 credit hours)
- RED 7XXX   Analysis and Evaluation of Trends and Issues in Literacy Education (3 credit hours)
- RED 7XXX   Research in Reading Education Seminar (3 credit hours)
- RED 7XXX   Literacy for the 21st Century (3 credit hours)
- RED 7XXX   Internship in Reading Education (3 credit hours) (repeat 1-2 times)

Electives: Concentration in Related Field (minimum 9 credit hours): Communicative Disorders, Exceptional Education, TESOL, Language Arts Education, Children's/Adolescent Literature.

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.

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 advisor. The associate dean for graduate studies and research 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

Graduate Council Curriculum Committee
Course Agenda 01-21-2009

College of Business Adm Special Topics
Tabled – the committee questioned whether the college was going to continue the 1.5 credit hour classes.
MAN 6938   Sect 01 BA-Management 1.5(1.5,0)
ST:Information Systems for Human Resource Decision Making: PR: MAN 6305. Introduce students to the concepts and policies of information systems, IS technology, and the software used to support HRM planning, decision making, and employee communications.
30 character abbreviation: **ST:IS for HR Decision Making**

Tabled - the committee questioned whether the college was going to continue the 1.5 credit hour classes.
MAN 6938   Sect 01 BA-Management 1.5(1.5,0)
ST:Management Development: PR: MAN 6305. Familiarizes students with management development concepts and practices. Designed to equip students with various managerial coaching approaches and tools they will apply to real-world settings.
30 character abbreviation: **ST:Management Development**

College of Medicine Special Topics
Tabled – the committee asked if this course was a split class. There was also a question raised on the description.
MCB 5937   Sect 01 COM-Molecular & Microbiology   1(1,0)
ST: Industrial Perspectives Seminar: PR: Biotechnology M.S. students. Learning concepts of basic research and drug development in the pharmaceutical industry and a technical presentation.
30 character abbreviation: **ST: Industrial Persp Seminar**
AGENDA NOTES: Course Addition also being proposed.

College of Medicine Course Action Additions
Tabled – the committee asked if this course was a split class. There was also a question raised on the description.
MCB 5XXX   COM-Molecular & Microbiology   1(1,0)
Industrial Perspectives Seminar: PR: Biotechnology MS Students. Learning concepts of basic research and drug development in the pharmaceutical industry and technical presentation.
30 character abbreviation: **Industrial Persp Seminar**
AGENDA NOTES: Special Topic also being proposed.

College of Sciences Course Action Additions
Tabled – department is revising to a 5000 level.
PHY 6XXXC   COS-Physics 3(2,2)
Theory and Computations of Molecular Wavefunctions: PR: Undergraduate Quantum Mechanics or Physical Chemistry or C.I. Approximate method of solving electronic Schrodinger equation for molecular systems: Hartree-Fock and semiempirical

methods, basis sets, multireference wavefunction theory methods, potential surfaces, electronic transitions.
30 character abbreviation: **Molecular Wavefunction Theory**
AGENDA NOTES: Special Topic also being proposed.

College of Education Course Action Additions

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Analysis and Evaluation of Trends and Issues in Literacy Education: PR: RED 7XXX Theoretical Processes of Reading Comprehension. Critical analysis and evaluation of trends and issues in literacy education: research, policy, and instruction.
30 character abbreviation: **Analy & Eval Trends & Iss Lite**

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Internship in Reading Education: PR: Admission to the PhD in Education--Reading Education Track. College teaching of reading education courses under supervision of reading education faculty mentor.
30 character abbreviation: **Intrn in Reading Education**

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Literacy for the Twenty-First Century: PR: RED 6116, RED 7XXX Theoretical Processes of Reading Comprehension, RED 7XXX Analysis and Evaluation of Trends and Issues in Literacy Education. Investigates changing role of literacy in a technology-based world; explores issues of literacy in an increasingly diverse world.
30 character abbreviation: **Literacy for Twenty First Cent**

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Reading and Writing Processes: PR: RED 5147 or equivalent. Investigates reading and writing as interrelated processes; focuses on research that shapes reading and writing instruction in the U.S.
30 character abbreviation: **Reading and Writing Processes**

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Research in Reading Education Seminar: PR: RED 5147 or equivalent; RED 6116. The study of the reading research process and the design of a research proposal in the reading education field.
30 character abbreviation: **Res in Reading Educ Seminar**

RED 7XXX   ED-Teaching & Learning Princ   3(3,0)
Theoretical Processes of Reading Comprehension: PR: RED 5147 or equivalent. Investigates theoretical processes and factors related to comprehension. Studies relevant issues and research.
30 character abbreviation: **Ther Proc Read Comprehension**