

Graduate Council Curriculum Subcommittee
September 27, 2006
10:00-11:00, MH 243

AGENDA

1. Welcome and Introductions
2. Review of Graduate Council Curriculum procedures and policies
 - Confirmation of start times for meetings: (Wednesdays: 10-11 or 12-1 or 1:30)
 - Proxy voting
3. Renaming of the Ed.D. in C&I to the Doctor of Education (Ed.D. in Education) – David Boote
4. Renaming of the ED.S. in C&I to the Educational Specialist (Ed.S. in Education) – David Boote
5. Suspend admission to the Teaching Writing K-12 Certificate Program – Jeff Kaplan
6. Revision to the title of the MA and MED in Early Childhood Education to Pre-K/Primary Education (Age 3 – Grade 3) **(Withdrawn by college)**
7. Renaming of the Ph.D. in Biomolecular Science Program
8. Accelerated BA to MA in Communication Sciences and Disorders **(Withdrawn by college)**
9. Special topics and course action requests

Informational Item:

1. The College of Business Administration is proposing a new cohort program to the MS/MIS starting January 2007. The program will be a Professional Masters in Management Information Systems. The college already offers a Masters in MIS, but would like this program to be set up as a track under the program. This degree program has been previously approved by the Graduate Council.
2. Curriculum changes to the Ed.D. and Ed.S. in C&I will be forthcoming.

PROPOSED RENAMING OF THE ED.D. IN CURRICULUM & INSTRUCTION TO THE DOCTOR OF EDUCATION (Ed.D.)

The College of Education (CED) proposes to rename the existing Ed.D. in Curriculum and Instruction (C&I) to the Doctor of Education (Ed.D.). No immediate changes in the program of study or the areas of specialization within the program are requested. Based upon the present strengths of the faculty and the needs of the educational community, the program will continue as presently offered.

Although the Ed.D. in C&I has served students from specialties throughout the College, recruiting prospective students due to the misconception that the program only prepares individuals who wish to specialize in curriculum studies is becoming challenging. By renaming this program and removing the wording “curriculum and instruction,” prospective students are better able to identify with the program’s original intent and options that include multiple areas of specialization.

This change can be implemented immediately with no new resources. Since only a change in program name will be requested, we anticipate that the current active CIP code (13.0301) will be used. The current number of advanced graduate programs in the College of Education will remain the same.

This program will continue to benefit students by: 1) providing student-centered planning and flexibility, 2) incorporating interdisciplinary studies, and 3) having authentic research experiences throughout the program. The program gives students the flexibility to pursue individual specializations while providing a common core concentration on educational theory and practice, thus ensuring the development of generative scholarship.

The Ed.D. is an academically rigorous, practitioner-oriented program for practicing educational professionals to prepare for leadership roles in administration, curriculum, and teaching. Students in this program generally remain in full-time employment while pursuing their graduate studies part-time. The Ed.D. program's students occupy positions including K-12 teachers, central office specialists, team leaders; higher education faculty and administrators, and managers in areas such as admissions, financial aid, and student services.

The CED has an outstanding record of offering high quality programs at the advanced graduate level. The change in the program will be another step in the effort to continuously improve the graduate offerings in the college.

Approved by Graduate Council on
September 27, 2006

PROPOSED RENAMING OF THE ED.S. IN CURRICULUM & INSTRUCTION TO THE EDUCATIONAL SPECIALIST (Ed.S.)

The College of Education (CED) proposes to rename the existing Ed.S. in Curriculum and Instruction (C&I) to Educational Specialist (Ed.S.). No immediate changes in the program of study or the areas of specialization within the program are requested. Based upon the present strengths of the faculty and the needs of the educational community, the program will continue to offer the existing areas of specialization.

Although the Ed.S. in C&I has served students from specialties throughout the College, recruiting prospective students due to the misconception that the program only prepares individuals who wish to specialize in curriculum studies is becoming challenging. By renaming this program and removing the wording “curriculum and instruction,” prospective students are better able to identify with the program’s original intent and options that include multiple areas of specialization.

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Approved by Graduate Council on
September 27, 2006



5-1506
C: Barbara
FYI.
Office of Student Services

MEMORANDUM

May 2, 2006

TO: Dr. Patricia Bishop, Vice Provost and Dean, Graduate Studies

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

SUBJECT: Proposal to suspend temporarily admission to the Teaching Writing K-12 Certificate Program

Attached please find a proposal to suspend temporarily admission to the Teaching Writing K-12 Certificate Program effective immediately. This proposal was reviewed and approved at the College's final semester meeting of the Graduate Standards and Curriculum Committee held Tuesday, April 25, 2006.

Thank you for your kind consideration.

RECEIVED MAY 05 2006



Department of Teaching
& Learning Principles

April 14, 2006

Approved
4/24/06
J. Hays
4/28/06

Graduate Curriculum and Standards Committee

Because of a recent retirement and resignation, I am requesting to shut down admission to the writing certificate program until qualified faculty are hired. The writing certificate program is online. Students currently in the program will receive the necessary course work (online) to successfully complete the certificate program.

Sincerely,

A handwritten signature in cursive script, reading 'Robert D. Williams'.

Robert D. Williams Ed.D.

Chair

Teaching & Learning Principles

COLLEGE OF EDUCATION

P.O. Box 161250 • Orlando, FL 32816-1250 • 407-823-1768 • FAX 407-823-2815

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Memorandum

TO: Graduate Council

FROM: P.E. Kolattukudy, PhD
Director, PhD Program in Biomolecular Science
Dean, Burnett College of Biomedical Sciences.

DATE: December 12, 2005

SUBJECT: Change the name of the PhD Program to PhD in Biomedical Sciences

The content of the only PhD program within the Burnett College of Biomedical Sciences can be most accurately described with the title Biomedical Sciences rather than Biomolecular Science, as the discipline covered includes molecular, cellular and developmental aspects. The unifying theme is biomedical science. Many universities with significant presence in biomedical education have adopted this name as it reflects the content accurately. Recruiting of high quality graduate students and faculty will also be greatly assisted by the presence of a PhD program with an easily understood title.

This PhD program will be even more clearly understood to be an interdisciplinary program. All qualified biomedical scientists at UCF will have the opportunity to participate in this program irrespective of departmental or college affiliation. Qualified biomedical scientists in Orlando's medical research communities, such as the hospitals and biomedical technology companies, will also be provided opportunities to participate in the training to the future biomedical scientists through this PhD program.

I request that we change the name of the PhD program from PhD in Biomolecular Science to PhD in Biomedical Sciences.



RECEIVED MAY 11 2006

College of Health and Public Affairs
Department of Communicative Disorders

May 11th, 2006

Pat Bishop, Vice Provost and Dean of Graduate Studies
Office of Graduate Studies
University of Central Florida

Dear Pat,

Enclosed please find a copy of the final draft of our proposed Accelerated BA to MA Program. Dr. Lieberman felt we should get input from you, or your designee, at this stage before final submission. We'd also like to know more about the submission and approval process. Thanks in advance for your time and advice on how to proceed.

Best regards,

A handwritten signature in dark ink, appearing to read "Jack Ryalls".

Jack Ryalls

University of Central Florida
Department of Communication Sciences and Disorders
Accelerated Bachelor's to Master's program

Proposed Program

The program seeks to accelerate progression through the bachelor's degree program to the master's program for a small, select group of strong undergraduate majors in Communication Sciences and Disorders at the University of Central Florida. The proposal permits three required graduate courses (9 credit hours) and three graduate electives (9 credit hours) to be applied for credit in both the undergraduate and graduate programs. These 18 credit hours represent 25% of the total 72 credit hours in the graduate program, thus reducing the time to completion of the master's degree by one to two semesters. This reduction in time to completion of the master's degree will be targeted towards students who wish to pursue either the department's collaborative Ed.S. or Ph.D. programs in school speech-language pathology, thus allowing them to progress through the educational sequence in a more efficient timeframe.

Rationale for the Program

There is a critical shortage of master's level speech-language pathologists to serve individuals with communication disorders in the State of Florida as well as a nationwide shortage of doctoral level speech-language pathologists to work in the academy. The master's level shortage is even more pronounced for school speech-language pathologists, especially those required to serve clients from culturally and linguistically diverse backgrounds¹. The Central Florida region possesses the rich cultural diversity of student population to meet the need for this community. If the right cohort of students is recruited, this region could supply the community with just these speech-language pathologists.

The accelerated program seeks to address this shortage by moving a select group of students through the master's program at a faster pace. By retaining a greater number of the strongest students for the master's program at the University of Central Florida, it is also anticipated that more graduates will remain to work in the State of Florida. Furthermore, the accelerated program will increase the overall academic standard of the master's program by retaining our 'best and brightest' here at UCF and ensuring a more competitive group of students for the department's new, collaborative educational specialist and doctoral programs in school speech-language pathology. Both of these new programs seek to distinguish themselves as leaders in the field of language and literacy disabilities. To accomplish this goal, the department needs to ensure a flow of excellent graduate students prepared to take on the challenges of educational specialist and doctoral education. The department firmly believes the accelerated bachelor's to

¹ Rosa-Lugo, R. Rivera, E., & McKowen, S. (1998). Meeting the critical shortage of Speech-Language Pathologists to serve the public schools—collaborative rewards. *Language, Speech, and Hearing Services in Schools*, 29, 232- 242.

master's program will assist in retaining students at the University of Central Florida and within the local community.

The new Ed.S program will prepare *school-based* speech-language pathologists (SLPs) who can respond to the spoken and written language needs of all children, especially those with communication disorders from lower income and diverse backgrounds. Students enrolling in this program will develop highly specialized skills in school-based practice. In addition, they will be eligible for a Reading Endorsement from the Florida Department of Education. This program is needed, because Florida is experiencing a long-standing, severe shortage of fully qualified personnel to serve students with disabilities, especially those in spoken and written language disorders. The shortage of school SLPs is well-documented and pervasive, affecting all regions of the state--urban, suburban, or rural. Although the need is greater in Florida than all other states except California, the shortage extends to almost every state in the nation. The Ed.S. in School Speech-Language Pathology will provide SLPs with the knowledge and skills necessary to partner with other educators in undertaking new and different leadership roles in schools. Dual certification in speech-language pathology and reading clearly will enhance the marketability of graduates, broaden their scope of practice, provide credentials commensurate with their education, and significantly increase entry-level salary. Above all it is anticipated that the education Ed.S. candidates receive will cause them to pursue schools as their first choice for employment.

The new Ph.D program will prepare doctoral-level personnel to meet the critical nationwide shortage of speech-language pathologists (SLPs) for work in the professorate. In particular, this program will prepare faculty with a broad emphasis in school-based speech-language pathology with a particular focus on spoken and written language disorders as addressed in the American Speech-Language-Hearing Association position paper entitled: *Skills and Knowledge Needed by Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents*. Students enrolling in this program will earn a Ph.D in Education: Communication Sciences and Disorders Track, with a specialization in school speech-language pathology by participating in collaborative programming in Communication Sciences and Disorders, Reading, and Educational Studies. Today's practitioners, especially those in school settings, need this broader focus in order to enhance services for children and to collaborate with general and special education teachers, reading specialists, and psychologists to address language and literacy needs in the classroom, especially those of children and youth from culturally, economically, and linguistically diverse backgrounds. The doctoral level personnel prepared through this program will have the knowledge and skills to assume leadership roles in designing evidence-based programs for students with spoken and written language disorders, conducting research, and educating the next generation of school practitioners to address critical shortages in this specialized area. Although the program will be national in scope, it will provide strong leadership for the Central Florida community.

Currently, the department requires 72 credit hours of master's level coursework, which includes a greater number of hours than many programs in the country. Many times, the department loses some of its best potential master's students to other programs that offer smoother academic transitions. By reducing the number of credit hours in the undergraduate program for a cohort of students, the program will create a more fluid transition and a more attractive graduate program. Because the accrediting professional body for Speech-Language Pathologists in the United States (Council on Academic Accreditation in Audiology and Speech-Language Pathology) only accredits master's programs, the department is able to offer more flexibility in the undergraduate program.

According to the U.S. Bureau of Labor Statistics (BLS), the employment rate of speech-language pathologists is expected to grow faster than the average for all occupations through the year 2012. In their estimates for 2002 to 2012, speech-language pathology ranked 12th out of the large-growth occupations that usually require a master's, doctoral, or first-professional degree. The BLS states that more than 26,000 additional speech-language pathologists will be needed to fill the demand between 2002 and 2012, a 27% increase in job openings. A total of 49,000 job openings for speech-language pathologists are projected between 2002 and 2012 due to growth and net replacements.²

Specific course program and equivalents

The following required graduate courses will be substituted for required undergraduate courses.

Graduate course	Undergraduate course
SPA 6404 Preschool Language Disorders	SPA 4400 Language Disorders Across the Lifespan
SPA 6204 Advanced Articulation	SPA 4201 Speech Disorders Across the Lifespan
SPA 6505 Entry-Level Practicum	SPA 4053L Undergraduate Practicum or SPA 4948 Community Internship

Additionally students will be permitted to substitute 9 credit hours of graduate electives for 9 credit hours of undergraduate electives. Students who wish to pursue either the collaborative Ed.S or the Ph.D. will be encouraged to select electives that apply to obtaining the Reading Endorsement (e.g., RED 5147, RED 5514, RED 6116) and/or provide a strong foundation in literacy disabilities (SPA 6148).

² U.S. Department of Labor (2004). Occupational employment projections to 2012. February 2004 Monthly Labor Review. Washington, D.C. (<http://www.bls.gov/oco/home.htm>).

Admission standards:

This program is reserved for the academically elite undergraduate majors in Communication Sciences and Disorders who intend to pursue the master's degree at the University of Central Florida. The program is most interested in serving undergraduates who have already considered pursuing either an educational specialist or a doctorate as their ultimate educational goal. Students accepted to the program must be juniors or seniors with at least a GPA of 3.5, have taken the Graduate Record Exam, and have achieved a cumulative score of at least 1000. Program candidacy is based upon faculty nomination. Each academic year, the program will admit no more than six to ten students.