

Graduate Council Curriculum Committee
August 1, 2008
11:00 a.m., MH 327

Agenda

1. Welcome and call to order
2. Review courses for the Doctor of Medicine program. The college will share the 4-year curriculum plan and course module information. COM
3. Curriculum revisions to the Doctor of Nursing Practice, CON
4. Curriculum revisions to the Interdisciplinary Studies MA/MS, Graduate Studies
5. Curriculum revisions and name change to the Ed Leadership Track in the MED in Early Childhood Education, ED
6. Review of courses and special topics
7. Announcements and adjournment

UCF COLLEGE OF MEDICINE CURRICULUM

The learning experience for the MD program at the University of Central Florida is a unique and exciting blend of state-of-the-art technology, virtual patients, clinical experiences, laboratory experiences, research, facilitator directed small group sessions, and interactive didactic lectures. Located in Orlando, Florida, which is the simulation capital of the world, the UCF College of Medicine has developed, and is continuing to develop innovative simulation and animation experiences explicitly for the study of medicine. Integration and reinforcement of the curriculum, from basic science concepts, to clinical diagnoses and treatment, is enhanced and complemented with these experiences, ranging from full mannequin simulators to online interactive virtual patients.

The curriculum for the MD program at the University of Central Florida fully integrates basic and clinical sciences across all four years. The first two years of the curriculum are structured into modules, with the first year focusing on a fundamental understanding of how the various basic science disciplines relate to the normal human body. The second year takes an organ system based approach and applies the basic knowledge of the first year to the study of clinical disease, pathological processes and treatment. In concert with these aspects of medicine, psychosocial issues, cultural differences, communication skills, and physical diagnosis skills are presented as they relate to the different topics in medicine. Educational experiences throughout the curriculum are designed to enhance the learning environment, emphasize student centered learning, application and synthesis of information, and foster an appreciation of life-long learning. All modalities of learning are incorporated into the curriculum including simulation, web-based activities and clinical cases, team based learning, problem based learning, and standardized patient encounters. Traditional didactic lectures comprise approximately 30% of the academic curriculum, and many of these lectures are also interactive and include the use of the latest in educational technology, including audience response systems.

Clinical experiences will be continued throughout the first two years in the Community of Practice. At least twice a month, students will work with community preceptors in a variety of settings, including primary care, specialty practices, and hospital based practices. These clinical experiences provide students the opportunity to observe the applications of their studies to real patients, and gain experience in communication, history taking, physical exam skills, and cultural competency.

An exciting component of the curriculum at UCF is best described by the Dean as “keep the dream alive!” This Focused Individualized Study and Research module continues throughout the first two years. The scope of these projects is limited only by the student’s imagination, and may include every aspect from bench to clinical research, quality of care, hospitality in medicine, quality of life, disease prevention, legal aspects of medicine, and an unlimited variety of other topics not listed here. Early in this module the basics of research design, types of research, research ethics, use of informatics and data analysis are presented. Then each student will work with a mentor to develop an individualized project or area of study that focuses on how a topic that they are passionate about can be applied to the fields of health and medicine. During Year 1 students will develop their proposals, and then conduct their studies throughout Year 2. Each year a one week mini-conference for both first and second year students will be conducted during which first year students will present their ideas and second year

students will share their results. There are ample opportunities to continue these research projects throughout years 3 and 4 as well. Additional aspects of the UCF medical curriculum include components focused on Introduction to Diagnostic Tools and Clinical Problem Solving

The third and fourth years of the curriculum are devoted to clinical experience through clerkships. During each of the clerkships the fundamental knowledge from the first two years is reinforced through lectures, simulations, journal clubs and conferences. Six core clerkship rotations, each 6 weeks in duration, are required for every student. During the third year, students may also choose from a number of 3 week selectives. Additionally, every week students will be assigned to an ambulatory/family medicine clinic for the entire third year. This longitudinal primary care clerkship provides students the opportunity to provide continuity of care to a number of patients over the course of the year.

Overall, the four year medical curriculum at UCF is designed to fully integrate basic science and clinical medicine, imbue students with an appreciation of cultural diversity and the need for sensitivity in treating patients, foster professionalism in all interactions, and ignite a passion for lifelong learning.

Year One – 39 Weeks of Instruction

Human Body: Molecules to Cells (HB-1)	8 Weeks
Human Body: Structure and Function (HB-2)	17 Weeks
Human Body: Health and Disease (HB-3)	8 Weeks
Hematology and Oncology (S-1)	3 Weeks
Individualized Study and Research (I-1)	38 Week (Throughout Year 1)
Psychosocial Issues in Healthcare (C-1)	11 Weeks (Concurrent with HB-3 & S-1)
Practice of Medicine & Community of Practice (P-1)	39 Weeks (Throughout Year 1)

UCF College of Nursing DNP Program
Plan of Study/Full-Time

Student Name: _____

PID: _____

Date: _____

Doctor of Nursing Practice Program Curriculum	Semester	Courses/Credits
	Year 1	
1) Foundation Areas (9 credits) NGR 7115 Philosophical and Theoretical Foundations of Nursing Science (3 credits) NGR 7642 Epidemiological Principles in Advanced Practice Nursing (3 credits) NGR 7817 Quantitative Methods in Nursing Research I (3 credits)	Fall	* Philosophical Theoretical Foundations of Nursing Science (3) NGR 7115 * Epidemiological Principles in Advanced Practice Nursing (3) NGR 7661 * Quantitative Methods in Nursing Research I (3) NGR 7817
2) Knowledge Development (21 credits) NGR 6874 Nursing Environment Management (3 credits) NGR 7190 Healthcare Systems and Policy (3 credits) NGR 7123 Concept Development in Nursing (3 credits) NGR 7176 Advanced Pharmacology for APN (3 credits) NGR 7793 Leadership and Economics in APN (3 credits)	Spring	* Nursing Environment Management (3) NGR 6874 * Concept Development in Nursing (3) NGR 7123 <u>NGR 6723 Nursing Leadership and Management (3)</u> * Advanced Pharmacology for APN (3) NGR 7176 * Healthcare System & Policy (3) NGR 7190
3) Clinical (9 credits) NGR 7671 Advanced Clinical Management for APN (3 credits) NGR 7748 Advanced Clinical Practice Selective for APN (3 credits) NGR 6099 Advanced Skills or Elective (3 credits)	Summer	* Leadership and Economics in APN (3) NGR 7793 <u>Healthcare System & Policy (3) NGR 7190</u> * DNP Project (3) NGR 7974 * Advanced Clinical Management for APN (3) NGR 7671
4) Residency (6 credits) NGR 7948 DNP Residency (6 credits)	Fall	* Advanced Skills or Elective (3) NGR 6099 * Doctoral Thesis Seminar NGR 7XXX (3)DNP Project (3) NGR 7974 * Advanced Clinical Management for APN (3) NGR 7671 * Advanced Clinical Practice Selective for APN (3)
5) DNP Project (6 credits) NGR 7974 DNP Project (3 or 6 credits)	Spring	* * Advanced Pharmacology for APN (3) NGR 7176 Doctoral Thesis NGR 7XXX (3)DNP Project (3) NGR 7974 * DNP Residency (3) NGR 7948
	Summer	Doctoral Thesis NGR 7XXX (3)DNP Project (3) NGR 7974 • DNP Residency (3) NGR 7948
	Planning for residency:	
	Planning for project:	
	ADVISOR: _____	

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Faculty Signature: _____

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UCF College of Nursing DNP Program
Plan of Study/Part-Time

Student Name: _____

PID: _____

Date: _____

Doctoral Program Curriculum		Semester	Courses/Credits
1) Foundation Areas (9 credits)			Year 1
NGR 7115 Philosophical and Theoretical Foundations of Nursing Science (3 credits)	Fall	* Philosophical and Theoretical Foundations of Nsg Science (3) NGR 7115	
NGR 7642 Epidemiological Principles in Advanced Practice Nursing (3 credits)		* Epidemiological Principles in Advanced Practice Nursing (3) NGR 7642	
NGR 7817 Quantitative Methods in Nursing Research I(3 credits)			
2) Knowledge Development (18credits)			
NGR 6874 Nursing Environment Management (3 credits)	Spring	* Nursing Environment Management (3) NGR 6874	
NGR 7190 Healthcare Systems and Policy (3 credits)		* Advanced Pharmacology for APN (3) NGR 7176	
NGR 7123 Concept Development in Nursing (3 credits)			
NGR 7176 Advanced Pharmacology for APN (3 credits)	Summer	* Leadership and Economics in APN (3)-NGR 7793 Healthcare Systems and Policy (3) NGR 7190	
NGR 7793 Leadership and Economics in APN (3 credits)			
3) Clinical (9 credits)			Year 2
NGR 7671 Advanced Clinical Management for APN (3 credits)	Fall	* Advanced Skills or Elective (3) NGR 6099	
NGR 7748 Advanced Clinical Practice Selective for APN (3 credits)		* Quantitative Methods in Nursing Research I NGR 7817 (3)	
NGR 6099 Advanced Skills or Elective (3 credits)	Spring	* Concept Development in Nursing (3) NGR 7123	
		* NGR 6723 Nursing Leadership and Management (3)Healthcare Systems and Poltey (3) NGR 7190	
	Summer	*DNP Project (3) NGR 7975 * Advanced Clinical Management for APN (3) NGR 7671	
4) Residency (6 credits)			Year 3
NGR 7948 DNP Residency (3-6 credits)	Fall	Doctoral Thesis Seminar NGR 7XXX (3)*DNP Project (3) <u>NGR 7975</u> Advanced Clinical Management for APN (3) NGR 7671	
		* Advanced Clinical Practice Selective for APN (3) NGR 7748	
5) DNP Project (6 credits)	Spring	* Doctoral Thesis DNP Project (3) NGR 7XXX (3)974 * DNP Residency (3) NGR 7948	
NGR 7974 DNP Project (3-6 credits)	Summer	• *DNP Residency (3) NGR 7948 • Doctoral Thesis NGR 7XXX (3)DNP Project (3) NGR 7974	
		Planning for Project:	
		Planning for Residency:	

Student Signature: _____

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**Rationale for change of DNP course NGR 7974 DNP Project to NGR 7XXX
Doctoral Thesis and the addition of 3 credit hours of coursework NGR 7XXX
Doctoral Thesis Seminar to the DNP curriculum:**

- A majority of Doctor of Nursing Practice (DNP) programs at universities across the nation require capstone projects that are evidence based applied clinical research (Berg, 2008). This is commensurate with national accrediting organization standards (DNP Essentials), and the following excerpt from the UCF graduate catalog:

A primary objective of doctoral study is to train students to a point of excellence in understanding and applying scholarly research. Successful students must demonstrate that they are able to apply scholarly research in their discipline to their clinical practice.

- In order to achieve this level of scholarship, a structured process that includes adequate academic preparation and faculty support is needed. To achieve this we are requesting a course change from NGR 7974 DNP Project to NGR 7XXX Doctoral Thesis and the addition of a 3 credit hour course to the DNP curriculum. The addition of NGR 7XXX Doctoral Thesis Seminar is designed to prepare DNP students to integrate knowledge derived from their doctoral course work towards the development of the student's doctoral thesis.
- Criteria for the DNP Doctoral Thesis and candidacy can be found in the attached document.

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FIRST PROFESSIONAL AND CLINICAL DOCTORAL PROGRAM POLICIES

Admission Requirements

Eligibility for admission to a first professional or clinical doctoral program (CIP codes 22 and 51) is limited to superior students who have demonstrated intellectual ability, high achievement, and adequate preparation for advanced study and clinical work in the chosen field. Usually these programs are highly competitive and not all students will be admitted, even those that meet minimum requirements.

Minimum university standards for admission to a doctoral program require a bachelor's degree from a regionally accredited institution or recognized foreign institution and a minimum of a 3.0 GPA in the last 60 attempted semester hours of undergraduate studies and a GRE score or a score on an equivalent approved exam, or a master's degree from an accredited institution and GRE score or a score on an equivalent, approved exam.

Course Requirements

The course requirements for a doctoral degree will consist of lectures, seminars, discussions, independent research, independent study, often clinical research, and a capstone experience. However, because of the advanced nature of doctoral education, seminars and independent study are used frequently to encourage student participation, debate, evaluation, and discussion of diverse ideas and approaches. Student presentations and discussions are a standard instructional technique in these doctoral programs, and careful analysis, independent research, and greater understanding and application of ideas is expected. A primary objective of doctoral study is to train students to a point of excellence in understanding and applying scholarly research. Successful students must demonstrate that they are able to apply scholarly research in their discipline to their clinical practice.

Each doctoral program of study will include a minimum of 72 semester hours of graduate credit beyond the baccalaureate degree. The exact number of required hours in a program is often determined by accreditation standards, and this may be found in the description for the first professional or clinical program of interest.

Course Levels

6000- and 7000-Level Courses-A minimum of 36 credit hours (including courses taken in a master's program) must be in 6000-level and 7000-level courses, which are designed, respectively, for graduate students and doctoral students only.

Independent Study Hours

No more than 12 total semester hours of independent study (including up to six hours counted toward a master's degree) may be applied to a doctoral program of study.

Residency Requirement

In order to meet the residency requirement, doctoral students must register for 6 hours in each of two consecutive semesters.

Special Degree Requirements

Each student may be expected to demonstrate an appropriate competency (e.g., computer skills, writing skills, lab skills, etc.) in an area related to his or her degree program. The appropriate competency must be carefully defined by the program area and approved by the student's committee and the Dean of the college. Any course credit earned in attaining such a skill does not count toward minimum hour requirements.

Transfer Credits

Doctoral transfer credits typically consist of graduate course work completed at a regionally accredited institution or recognized foreign institution (including UCF) BEFORE a student is given graduate status in his/her doctoral program at UCF. In all cases, the transfer work will constitute less than half of the program hours necessary for degree requirements, per accreditation guidelines. Only graduate-level or higher courses may be accepted as transfer credits. Similarly, only courses with a grade of B or higher may be transferred into a program of study. The acceptance of transfer credits must be recommended by the program director of the student's major.

Students admitted with a master's degree from a regionally accredited institution or recognized foreign institution may be admitted into a post-master's program of study without a course-by-course transfer of completed course work, provided the master's degree was earned in the same area of study. In cases where a student's master's degree is in an area that is different from the doctoral program into which he/she is admitted, programs must conduct a course-by-course review and transfer in only selected courses.

At a minimum, the post-master's program of study will require at least 35 hours beyond the master's level, with at least 24 hours taken at UCF.

Time Limitation and Continuous Enrollment

The student has 7 years from the date of admission to the first professional or clinical doctoral program to complete course work and required clinical affiliations. No courses taken since the original program entry date at UCF may be older than seven years and used in the program of study. Graduate course work that is taken and is not part of an earned graduate degree is subject to the seven-year rule. There is no time limitation for transfer hours from a completed master's degree used toward a doctoral degree.

Students who do not maintain continuous enrollment without a Special Leave of Absence (see Continuous Attendance in the *Graduate Catalog*) must file for readmission to the university, although five years is measured from when the student was first admitted to the program.

Readmission

If a doctoral student does not maintain continuous enrollment (see Continuous Attendance in the General Policies section), he/she must file for readmission to the university. To file for readmission, the student must complete a new online Application. For more information about readmission, refer to the Admissions and Registration section of this catalog.

Readmission decisions are individually made, based on such factors as space in the program, reasons for the break in graduate education, progress in the degree program, among others. Readmission is not guaranteed.

Doctoral Thesis:

The doctoral thesis is the product of the culminating or comprehensive experience of an independent project that demonstrates application of advanced clinical and evidence-based practice. The doctoral thesis is guided and evaluated by an academic committee and is derived from the practice immersion experience (residency). It will serve as a foundation for future scholarly practice.

The doctoral thesis is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. Types of doctoral theses include but are not limited to:

- Translate research into practice and evaluate outcomes
- Quality improvement (care processes, continuity of care, patient outcomes)
- Implement and evaluate evidence based practice guidelines
- Analyze policy: Develop, implement, evaluate, or revise policy
- Design and use databases to retrieve information for decision making, planning, evaluation
- Conduct financial analyses to compare care models and potential cost savings, etc.
- Implement and evaluate innovative uses of technology to enhance/evaluate care
- Design and evaluate new models of care
- Design and evaluate health promotion and disease prevention programs
- Assess integration of technology in care

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) web site under Practice Doctorate Resource Center (<http://www.nonpf.com/NONPF2005/PracticeDoctorateResourceCenter/PDResourceCenter.htm>)

Admission to Candidacy

Students are admitted into candidacy upon successful completion of at least 24 credit hours of DNP coursework, the appointment of a doctoral thesis advisory committee, and successful completion of NGR 7XXX DNP Thesis Seminar. Admission to candidacy will result in commencement of NGR NRG7XXX Doctoral Thesis hours.

Doctoral Thesis Advisory Committee

A student writing a doctoral thesis must have a doctoral thesis advisory committee consisting of three members, who have qualifications to serve on theses committees (www.graduate.ucf.edu/CurrentGradCatalog/content/gradfaculty/). At least two members of the doctoral thesis advisory committee, including the chair shall be qualified regular doctorally prepared faculty members from the College of Nursing. The third member can be external to the College of Nursing and may be a masters or doctorally prepared expert in the thesis subject area. This committee will make recommendations to the Dean of the College regarding the student's program of study, provide continual guidance for the student, and be the principal mechanism for the evaluation of the student's thesis and performance.

Students may specify additional committee membership beyond the minimum of three. All members must be in fields related to the thesis topic. Qualifications of additional members must be equivalent to that expected of UCF faculty members. UCF faculty members must form the majority of any given committee.

Committee membership must be approved by the Dean or designee of that college. UCF Graduate Studies reserves the right to review appointments to a Thesis Advisory Committee, place a representative on any Thesis Advisory Committee, or appoint a co-chair. A student may request a change in membership of the Thesis Advisory Committee by consulting with their program director.

All committee members vote on acceptance or rejection of the Doctoral thesis proposal and the final Doctoral thesis. The Doctoral thesis proposal and final Doctoral thesis must be approved by a majority of the committee.

Doctoral thesis requirements

The doctoral thesis consists of a common theme with an introduction and literature review, details of the project, and results and conclusions. See the Organization of Document listed below..

An oral defense of the thesis proposal, Chapters 1-3 of the thesis, must be completed and approved by the thesis advisory committee prior to implementing the project.

An oral defense of the thesis is required. The approved thesis must be written and prepared in accordance with program, college, and university requirements and approved by the thesis committee prior to the defense. Since the work is original, it is very important that care is taken in properly citing ideas and quotations of others. Academic dishonesty in thesis, research report and dissertation work may result in termination from the degree program.

Thesis students are required to submit their thesis electronically. Electronic thesis/dissertation (ETD) submissions are archived by the UCF library in digital format that is widely accessible. The electronic thesis may include video and audio clips as well as other formats that are appropriate for the field of study.

All theses that use research involving human subjects, including surveys, must obtain approval from an independent board, the Institutional Review Board (IRB), 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 proper procedures are followed when using human subjects in research projects. Information about this process can be obtained from the [Office of Research](http://www.research.ucf.edu) (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.

Students who wish to complete their degree requirements in a given semester must take their oral defense and submit their final electronic copy to UCF Graduate Studies by the dates shown in the Academic Calendar.

Enrollment in doctoral thesis Hours

The university requires all professional doctoral students to take a minimum of 6 credit hours of doctoral thesis hours; however, specific programs may require more than this minimum. Doctoral thesis research is considered to be a full-time effort, and post-candidacy enrollment in at least three Doctoral Theses hours constitutes full-time graduate status. Doctoral students who have passed candidacy and have begun taking Doctoral Thesis hours must enroll in at least three doctoral thesis hours each semester (including summers, without skipping a semester) and continue doing so until they complete the Doctoral thesis and graduate. Post-candidacy enrollment is allowable for a maximum of four years subject to the seven-year time limitation.

Comment [ER1]: This is a change

Doctoral thesis Defense

The dean of the college or his/her designee will normally attend all Doctoral Theses defenses. The Doctoral thesis will be approved by a majority vote of the advisory committee. Further approval is required from the Dean or Dean designee and the UCF Graduate Studies before the Doctoral Thesis receives final acceptance towards fulfilling degree requirements.

Public Access

Students, faculty, staff, and other interested parties are strongly encouraged to attend capstone project final defense sessions. Notices providing date, time, and location of such meetings must be distributed to all academic departments.

These sessions are educational and informative for graduate students and provide an opportunity for colleagues to observe the work of their peers with students. At the discretion of the Chair of the Committee, questions may be invited from the audience. That part of the session involving committee discussion leading to a vote on the acceptance of the work will be closed. Sessions may be recessed briefly to excuse visitors and the candidate before this stage begins.

Organization of Document

Chapter 1—Introduction

- Introduction
- Problem/issue to be addressed
- Significance/importance of problem to nursing practice
- Purpose/goals of the project
- Definition of terms

Chapter 2—Review of Literature

- Summary of the literature/evidence related to the topic
- Framework to guide project, if applicable (e.g., quality improvement model)

Chapter 3—Methods

- Description of approach to the project (e.g., how the project is to be implemented)
- Protection of Human Subjects (as relevant)
- Procedures for conducting the project
- Participants in the project (e.g., nurses, patients)

- Tools, instruments, other measures to collect data; reliability and validity as appropriate
- Evaluation of data related to the project

Chapter 4—Results

- What was gained from the study?
- Factual information only
- Tables, figures, etc. to display data

Chapter 5—Discussion

- What was learned/gained from the project?
- How do findings relate to what is already known on the topic?
- How will practice change as a result of the project?

Appendices

- Approval letters
- IRB approval
- Data gathering tools

Masters of Arts and Masters of Sciences in Interdisciplinary Studies

A Proposal to the Graduate Council Curriculum Committee

TO: Graduate Council Curriculum Committee

FROM: Office of Interdisciplinary Studies

RE: Curriculum Change

DATE: July 15, 2008

The Interdisciplinary master's program requests a change to the core of the program by reducing the courses from three to two, requiring a thesis, and eliminating all concentration areas.

Overview

The graduate program in Interdisciplinary Studies was originally designed as a Liberal Studies degree and it was called that for many years. As a result, it allowed only for courses in the arts, humanities, social, and political sciences.

Now that the program has changed to Interdisciplinary Studies, it is proposed to expand the areas of study available to students to include all of those available on campus and to provide better flexibility for students in designing their own programs of study. In order to provide graduates of the program with the definition necessary to compete for jobs and additional educational positions, it is proposed that all students must complete a thesis, eliminating the non-thesis alternatives.

Three current core courses will be discontinued and replaced by two core courses. One of the new core courses will be a research methods course that students take in a department appropriate to their chosen course of study. The second core course is a new one that will be team taught and is project based, demonstrating examples and research that are interdisciplinary. Students will work together in groups on projects directed by faculty from a variety of disciplines. This course will also include lectures done by students in the program who have very recently successfully defended their theses. Additionally, in this course students will receive guidance on the preparation of their thesis proposals.

Students will be required to assemble their thesis committees as early in their program as possible so that they interact with those faculty throughout their study. These committees will be made up of faculty from at least 2 different disciplines.

At least three elective courses from each of 2 different disciplines must be taken to reinforce the interdisciplinary nature of the study. An additional course will be required that students can use to either introduce a third discipline into their plan or to add more depth to a discipline already included.

Description of Proposed Changes from Existing Degree Plan

1. Eliminate concentration areas
2. Change three current core courses to two:
 - Interdisciplinarity – a team-taught, project based course administered by Interdisciplinary Studies
 - Research Methods – a graduate course in research methods offered by a department appropriate to student's plan of study
3. Change 18 hours of Individualized Program of Study courses to 21 hours of coursework, at least 3 courses in each of 2 disciplines plus one extra course
4. Eliminate non-thesis option, including the comprehensive exams. Eliminate the directed research (3 hours) that was required for the thesis option and replace by a required thesis of 6 hours
5. By end of second semester must have thesis proposal, course of study, and committee (3 member representing at least 2 disciplines) prepared and successfully presented and defended thesis proposal and course of study to Graduate Committee
6. Once students have successfully defended their theses, they will instruct a lecture in the interdisciplinary core course based on the thesis topic.

Rationale

The purpose of the proposed changes is to broaden the scope of the program by increasing the disciplines that can be combined, to increase student interaction with their thesis committees, to provide students definition, and to move the program more towards true interdisciplinarity.

Along with the name change from Liberal Studies to Interdisciplinary Studies came a broadening of the scope of the program. Instead of just serving the arts and humanities areas, the program is now in a position to include all the disciplines available at UCF. The elimination of the degree tracks will accommodate this broadening and allow for the greatest flexibility in course of study planning. Requiring 21 hours of courses with at least 3 courses in each of two disciplines will provide for a reasonable depth of understanding while still including two disciplines. The extra course can be utilized to provide either greater depth in one of the disciplines or provide greater breadth by allowing a third discipline to be investigated.

Because students are able to learn the tools of inquiry and critical thinking from courses existing in departments, it was decided to allow them to use one course on research methods as a core course in Interdisciplinary Studies.

A new core course will be designed to involve students in actual interdisciplinary thinking, analysis, and communication. This course will be project based and will be team taught. Students who have done their thesis defenses will also instruct sessions of

this class to serve as role models and to add interdisciplinarity. A third component of this course will be guidance for students in preparation of their thesis proposals.

Students in graduate programs are notoriously bad at properly utilizing their advisory committees. Also, the Interdisciplinary Studies program requires a great deal of thought and planning. Interdisciplinary Studies students are also taking courses in departments across campus and must have validation in order for departments to allow them to register for their courses. Requiring students to assemble their committees and work with them to design their course of study and select and defend a thesis topic will help address these issues. Students will immediately work with their committees and so will establish a relationship that will allow collaboration throughout their degree program. The committee will represent the disciplines in the student's plan of study and will provide them a link to departments. This process will also get students thinking about their thesis in the beginning and hopefully greatly enhance the value of the thesis and the likelihood of success.

When a graduate of our program presents their degree showing a Master's in Interdisciplinary Studies, the natural question will be, "What does that mean?". In order to provide students with definition that a degree in Interdisciplinary Studies does not naturally indicate, all students will be required to write, present, and successfully defend a thesis.

Finally and possibly most importantly, all of the proposed will bring true interdisciplinarity into the program. The new core course will involve students in synthesis of disciplinary views into interdisciplinary views by working with various faculty and their peers on projects. Early assembly of an interdisciplinary committee and regular interaction with them will promote constant synthesis of disciplinary views.

Curriculum

Core – 6 credit hours

IDS xxxx – Interdisciplinarity – 3 credit hours

Research methods – 3 credit hours (may take any existing research methods course at UCF)

Electives – 21 credit hours

Must have at least 3 courses in at least two disciplines pertinent to the student's interest and research

Thesis – 6 credit hours

IDS 6971 – 6 credit hours

Effective Date

Fall semester, 2008

Transition

Students currently enrolled in the program will be allowed to take the core research methods course any time an appropriate one is offered. The core interdisciplinarity course will be developed over the fall semester and then be offered in the spring, 2009 semester and each fall and spring semester thereafter. All core courses that they may have taken previous to this change will be substituted for the new core courses or electives in the program. For current students who need them, IDS 6308 (Ways of Knowing) and possibly IDS 6351 (Critical Thinking and Writing) will be offered a final time in the fall, 2008 semester.

New students will begin the program immediately in Fall 2008.

Interdisciplinary Studies Graduate Faculty

This change reduces the requirements for having full-time dedicated interdisciplinary faculty. The research methods course will now be an existing one available on campus. The only core class is a project-based course that will be team-taught by faculty throughout the university. Interdisciplinary Studies will provide release time to the participating faculty for assisting with the project-based core class. Also previous and successful graduates of the program will be asked to present their thesis for review and discussion in the project-based core class.

Graduate faculty from throughout the university will be allowed to supervise the graduate thesis work of students in the Interdisciplinary master's program. Decisions about who can supervise theses in the Interdisciplinary master's program will be made by the Interdisciplinary Studies Graduate Committee.

Effect of Changes on Other Units

The Interdisciplinary Studies graduate program was originally established such that there was no duplication of or competition with any other graduate program on campus. Instead, the Interdisciplinary Studies graduate program provides a mechanism for developing new collaborations between faculty in different units.

Additionally, this program provides students to aid departments in obtaining reasonable enrollments in their graduate courses. The proposed changes will not alter any of these effects but will allow additional units to participate and benefit.



Interdisciplinary Studies MA

College : Interdisciplinary Studies	Degree : MA
Department : Interdisciplinary Studies	Option : Thesis, Nonthesis
Program Website : http://www.ls.ucf.edu/	

PROGRAM DESCRIPTION

Interdisciplinary Studies offers a Master of Arts degree with more than two dozen concentrations and certificate affiliations available for constructing a program of study.

CURRICULUM

The Interdisciplinary Studies MA program requires a minimum of 33 credit hours minimum beyond the bachelor's degree including 9 credit hours of required courses, 18 credit hours within the chosen concentration of study, and six hours of capstone experience, which consists of a thesis, two electives and a comprehensive exam, or completing a collaborative project.

Total Required Hours for MA—33 Credit Hours Minimum beyond the Bachelor's Degree.

The Master of Arts in the Interdisciplinary Studies program is designed for students interested in the interdisciplinary experience who complete their concentration through courses traditionally associated with MA degrees. Students completing their concentration through certificates in Contemporary Humanities, Theoretical and Applied Ethics, Professional Writing and a number of others would be eligible for the MA degree. Course work must be selected so that at least fifty percent of credit hours in the program are taken at the 6000 level.

Students in the program must complete a capstone experience that may include a thesis, two electives and a comprehensive examination, or a collaborative project. The Master of Arts degree is conferred when the student has fulfilled the requirements of the Capstone Experience. Students must earn course grades of "B" or better to get credit toward the master's degree.

The core courses of the program incorporate several independent learning opportunities. For example, IDS 6351 Critical Thinking and Writing requires evidence of writing and thinking skills as shown through a research paper or papers. IDS 6308 Ways of Knowing requires an end-of-semester independent research paper and an oral presentation. IDS 6669 Interdisciplinary Approaches to Research introduces students to research methodology that they apply to independent research work.

Required Courses—9 Credit Hours

- IDS 6351 Critical Thinking and Writing (3 credit hours)
- IDS 6308 Ways of Knowing (3 credit hours)
- IDS 6669 Interdisciplinary Approaches to Research (3 credit hours)

Concentration—18 Credit Hours

A minimum of 18 semester hours of course work must be completed in the concentration. A graduate certificate program may be chosen to partially or wholly fulfill this requirement. Course selection is done in consultation and with approval of the program director and/or academic coordinator.

Capstone Experience Option—6 Credit Hours

Choose one of the three following options in consultation with the graduate coordinator.

- **Thesis:** Completion of 6 credit hours of thesis and successful completion of a thesis are required. The thesis consists of a common theme with an introduction and literature review, details of the study, and results and conclusions. The thesis requires formation of a thesis committee of three faculty, and an oral defense as the thesis is completed.
- **Electives and Comprehensive Examination:** Six credit hours of approved graduate electives and passing a three-part comprehensive written examination are required. Students must pass all three parts of the

examination. Any portion for which the student does not receive a pass must be taken over again. Two attempts at passing the examination are permitted in a single semester.

- **Collaborative Project:** Six credit hours working with another student (or students) completing the Master's Degree in Interdisciplinary Studies or another degree. The project requires a committee of three faculty (including a chair and two others) to supervise and grade the project.

Concentrations

The concentrations below are interdisciplinary groups of courses that comprise a focus area or students can choose a certificate program.

- American Studies
- Art and Culture in Society
- Business and Government Writing
- Comparative Cultural Studies: The Hispanic World
- Educational Skills, Objectives and Content
- Governing through Crisis, The Modern Political Environment
- Historical Contexts
- The Human Condition
- Humanities
- Issues of Social Concern
- Language and Literature in a Dynamic Global Environment
- Leadership Studies
- Media and Message in the 21st Century
- Managing Public Environments and Institutions: From Private Property to Public Agencies
- Race, Ethnicity, and Class
- The American Experience
- The Social Dimensions of Modern Experience
- Ways of Knowing
- World Comparative Studies

INDEPENDENT LEARNING

The core courses of the program incorporate several independent learning opportunities. For example, IDS 6351 Critical Thinking and Writing requires evidence of writing and thinking skills as shown through a research paper or papers. IDS 6308 Ways of Knowing requires an end-of-semester independent research paper and an oral presentation. IDS 6669 Interdisciplinary Approaches to Research introduces students to research methodology that they apply to independent research work. All of these are intended to help students with their final Capstone Experience.

ADMISSIONS

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 to this program must provide

- Official, competitive GRE score, taken within the last five years.
- 3.0 GPA or higher in the last 60 hours.
- Goal statement.
- Three letters of recommendation from academic references.
- A score of at least 220 (computer-based test or paper-based equivalent) on the Test of English as a Foreign Language (TOEFL) is required for applicants from countries where English is not the official language or applicants whose bachelor's degree is not from an accredited U.S. institution.
- Interview with the Interdisciplinary Studies Graduate Coordinator

Applicants should note the minimal requirements for admission to the program, although meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Application Deadlines

All application materials must be submitted by the appropriate deadline listed below.

Interdisciplinary Studies MA	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Financing Grad School](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [Financing Grad School](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

Contact [INFO](#)

Graduate Program

Michael Hampton Ph.D.

Professor

mls@mail.ucf.edu

Telephone: 407-823-0144

Classroom I, Suite 302 [Map](#)

Graduate Admissions

Lauren Heunis

gradadmissions@mail.ucf.edu

Telephone: 407-823-2766

Millican Hall 230 [Map](#)

[Online Application](#)

Graduate Admissions

Mailing Address

UCF Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT (College Code: 9R)

TOEFL: 5233

Graduate Fellowships

Sharon Preston

Telephone: 407-823-6497

Jennifer Parham

Telephone: 407-823-4337

Fax: 407-823-6442

gradfellowship@mail.ucf.edu

www.graduatecatalog.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@mail.ucf.edu
<http://finaid.ucf.edu>



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Interdisciplinary Studies MS

College : Interdisciplinary Studies	Degree : MS
Department : Interdisciplinary Studies	Option : Thesis, Nonthesis
Program Website : http://www.is.ucf.edu/	

PROGRAM DESCRIPTION

The Masters Degree in Interdisciplinary Studies is an excellent program for a number of endeavors appropriate in the 21st century. It is a unique program that allows students the flexibility to develop an individually tailored concentration in one of more than 30 areas. Three core courses provide common grounding in interdisciplinary thinking and action that draw together different fields and approaches.

As you consider participation in the program, please contact the Interdisciplinary Studies office if you have any questions about developing a program of study that will suit your interests and address your goals. This program can be utilized by students with a wide array of interests who bring with them varied academic backgrounds and outlooks.

Regardless of your academic goals, all students receive individual advising and program development, high quality academic courses, and the intellectual curiosity that distinguishes successful graduate programs. We hope you will continue your interest in the program and become a part of it.

CURRICULUM

The Interdisciplinary Studies MS program requires a minimum of 33 credit hours minimum beyond the bachelor's degree including 9 credit hours of required courses, 18 credit hours within the chosen concentration of study, and six hours of capstone experience, which consists of a, thesis, two electives and a comprehensive exam, or completing a collaborative project.

Total Required Hours for MS—33 Credit Hours Minimum beyond the Bachelor's Degree.

The Master of Science in Interdisciplinary Studies degree program is designed for students interested in the interdisciplinary experience who complete their concentration through courses traditionally associated with MS degrees. Students completing their concentration through certificates in Computer Forensics, Conservation Biology, Nonprofit Management, and some other certificates would be eligible for the MS degree. Course work must be selected so that at least fifty percent of credit hours in the program are taken at the 6000 level.

Students in the program must complete a capstone experience that may include a thesis, two electives and a comprehensive examination, or a collaborative project. The Master of Science degree is conferred when the student has fulfilled the requirements of the Capstone Experience. Students must earn course grades of "B" or better to get credit toward the master's degree.

The core courses of the program incorporate several independent learning opportunities. For example, IDS 6351 Critical Thinking and Writing requires evidence of writing and thinking skills as shown through a research paper or papers. IDS 6308 Ways of Knowing requires an end-of-semester independent research paper and an oral presentation. IDS 6669 Interdisciplinary Approaches to Research introduces students to research methodology that they apply to independent research work.

Required Courses—9 Credit Hours

- IDS 6351 Critical Thinking and Writing (3 credit hours)
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Concentration—18 Credit Hours

A minimum of 18 credit hours of course work must be completed in the concentration. A graduate certificate program may be chosen to partially or wholly fulfill this requirement. Course selection is done in consultation and with approval of the program director and/or academic coordinator.

Capstone Experience Option—6 Credit Hours

Choose one of the three following options in consultation with the graduate coordinator.

- **Thesis:** Completion of 6 credit hours of thesis and successful completion of a thesis are required. The thesis consists of a common theme with an introduction and literature review, details of the study, and results and conclusions. The thesis requires formation of a thesis committee of three faculty, and an oral defense as the thesis is completed.
- **Electives and Comprehensive Examination:** Six credit hours of approved graduate electives and passing a three-part comprehensive written examination are required. Students must pass all three parts of the examination. Any portion for which the student does not receive a pass must be taken over again. Two attempts at passing the examination are permitted in a single semester.
- **Collaborative Project:** Six credit hours working with another student (or students) completing the Master's Degree in Interdisciplinary Studies or another degree. The project requires a committee of three faculty (including a chair and two others) to supervise and grade the project.

Concentrations

The concentrations below are interdisciplinary groups of courses that comprise a focus area or students can choose a certificate program.

- American Studies
- Art and Culture in Society
- Business and Government Writing
- Comparative Cultural Studies: The Hispanic World
- Educational Skills, Objectives and Content
- Governing through Crisis, The Modern Political Environment
- Historical Contexts
- The Human Condition
- Humanities
- Issues of Social Concern
- Language and Literature in a Dynamic Global Environment
- Leadership Studies
- Media and Message in the 21st Century
- Managing Public Environments and Institutions: From Private Property to Public Agencies
- Race, Ethnicity, and Class
- The American Experience
- The Social Dimensions of Modern Experience
- Ways of Knowing
- World Comparative Studies

INDEPENDENT LEARNING

The core courses of the program incorporate several independent learning opportunities. For example, IDS 6351 Critical Thinking and Writing requires evidence of writing and thinking skills as shown through a research paper or papers. IDS 6308 Ways of Knowing requires an end-of-semester independent research paper and an oral presentation. IDS 6669 Interdisciplinary Approaches to Research introduces students to research methodology that they apply to independent research work. All of these are intended to help students with their final Capstone Experience.

ADMISSIONS

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 to this program must provide:

- Competitive GRE score, taken within the last five years.
- 3.0 GPA or higher in the last 60 hours.
- Goal statement
- Three letters of recommendation from academic references. A score of at least 220 (computer-based test or paper-based equivalent) on the Test of English as a Foreign Language (TOEFL) is required for applicants from countries where English is not the official language or applicants whose bachelor's degree is not from an accredited U.S. institution.
- Interview with the Interdisciplinary Studies Graduate Coordinator

Applicants should note the minimal requirements for admission to the program, although meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals and the applicant's potential for completing the degree.

Application Deadlines

All application materials must be submitted by the appropriate deadline listed below.

Interdisciplinary Studies MS	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Financing Grad School](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [Financing Grad School](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

Contact [INFO](#)

Graduate Program

Michael Hampton Ph.D.
Professor
mls@mail.ucf.edu
Telephone: 407-823-0144
Classroom I, Suite 302 [Map](#)

Graduate Admissions

Lauren Heunis
gradadmissions@mail.ucf.edu
Telephone: 407-823-2766
Millican Hall 230 [Map](#)
Online Application
Graduate Admissions

Mailing Address

UCF Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes

GRE: 5233
GMAT: RZT (College Code: 9R)
TOEFL: 5233

Graduate Fellowships

Sharon Preston
Telephone: 407-823-6497
Jennifer Parham
Telephone: 407-823-4337

Fax: 407-823-6442
gradfellowship@mail.ucf.edu
www.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@mail.ucf.edu
<http://finaid.ucf.edu>



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Office of Student Affairs

- Clinical Experiences: 407-823-2436
- Minority Programs in Education: 407-823-3851
- Student Services: 407-823-3723

MEMORANDUM

April 10, 2008

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

FROM: Dr. Grant Hayes, Associate Dean for Graduate Studies

**SUBJECT: Proposal to revise the Educational Leadership Track in the MED
in Early Childhood Education Program**

Attached please find a proposal for a track revision to the MED in Early Childhood Education program. The proposal includes both a track name and curricula change.

This proposal was voted upon and approved at the College of Education Graduate Curriculum and Standards Committee meeting held on Thursday, April 10, 2008.



College of Education

TO: Graduate Standards and Curriculum Committee (GCSC)

FROM: Anne Culp, Ph.D., Chair *Anne Culp*
Department of Child, Family and Community Sciences

DATE: March 15, 2008

SUBJECT: Revision of the Educational Leadership Track in the M.Ed in Early Childhood Education Program

4/10/08
AC 4/10/08 4/10/08

The Department of Child, Family and Community Science requests the revision of the Educational Leadership Track in the M.Ed in Early Childhood Education (ECE). The revision would include a name and curricula change to:

Teacher Leadership Track—12 Credit Hours

Select any four of the following five courses:

- EDG 6XXX Seminar in Teacher Leadership (3 credit hours)
- EDG 6223 Curriculum Theory and Organization (3 credit hours)
- EDF 6233 Analysis of Classroom Teaching (3 credit hours)
- EDF 6XXX Teacher Leadership for Educational Equity & Social Justice (3 credit hours)
- EDF 6259 Learning Theories Applied to Classroom Instruction and Management (3 credit hours)

We believe that this change will improve enrollment in the track and the degree.

COLLEGE OF EDUCATION

P.O. Box 161250 • Orlando, FL 32816-1250 • (407) 823-2835 • FAX (407) 823-5135
www.education.ucf.edu

An Equal Opportunity and Affirmative Action Institution

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

Minimum Hours Required for M.Ed.—36 Credit Hours

Select ONE of the four available Tracks (12 credit hours), additional elective courses (9 credit hours), Core courses (9 credit hours), and the Capstone Experience (6 credit hours). Core courses and track courses may be taken in any sequence preceding the capstone experience. The capstone experience serves as the culminating experience in the program of study and substitutes for the comprehensive examination.

Candidates should meet initially and periodically with an academic adviser to:

- Plan their program of electives related to their desired career goals
- Develop a program of study and timeline for course work completion
- Plan for the capstone culminating experience, which also includes their comprehensive project in lieu of a comprehensive examination
- Discuss, if earned, a grade of "C" or lower in their graduate study

Candidates who are not performing at an acceptable academic level at any point in their graduate study - earn more than two grades of C or lower OR fall below the 2.0 GPA required for graduation - must meet with a graduate faculty advisor to develop and sign a Conditional Retention Plan to support remediation.

AREA A: Core—9 Credit Hours

- EDF 6432 Measurement and Evaluation in Education (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)

AREA B: Specialization Tracks—21 Credit Hours

Select one of the following tracks.

Early Literacy Track—12 Credit Hours

- EEC 6216 Communicative Arts in Early Childhood Education (3 credit hours)
- EEC 5206 Organization of Instruction in Early Childhood Education
- LAE 6616 Trends in Language Arts Education (3 credit hours)
- RED 6116 Trends in Reading Education (3 credit hours)

Family, School, and Community Track—12 Credit Hours

- EEC 6405 Home-School-Community Interaction in Early Childhood Education (3 credit hours)
- EEC 6406 Guiding and Facilitating Social Competence (3 credit hours)
- EEC 6947 Practicum in Family Liaison Building (3 credit hours)

- EEX 5750 Communication with Parents and Agencies (3 credit hours) or EEC 6263 Studies in Curriculum Environments for Early Childhood Education (3 credit hours)

Pre-Kindergarten Handicapped Endorsement Track—12 Credit Hours

- EEX 5702 Planning Curriculum for Pre-Kindergarten Children with Disabilities (3 credit hours)
- EEX 5750 Communication with Parents and Agencies (3 credit hours)
- EEX 6017 Typical and Atypical Applied Child Development (3 credit hours)
- EEX 6224 Observation and Assessment of Young Children (3 credit hours)

Teacher Leadership Track—12 Credit Hours

Select any four of the following five courses:

- EDG 6XXX Seminar in Teacher Leadership (3 credit hours)
- EDG 6223 Curriculum Theory and Organization (3 credit hours)
- EDF 6233 Analysis of Classroom Teaching (3 credit hours)
- EDF 6XXX Teacher Leadership for Educational Equity & Social Justice (3 credit hours)
- EDF 6259 Learning Theories Applied to Classroom Instruction and Management (3 credit hours)

AREA C: Electives— 9 credit hours

Select 9 credit hours of electives with advisor's approval.

AREA D: Capstone Experience— 6 credit hours

- EEC 6909 Research Report (6 credit hours) OR
- EEC 6908 Thesis (6 credit hours)

DIVISION OF GRADUATE STUDIES

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► Graduate Catalog
► Graduate Student Association

► International Services Center
► Division of Graduate Studies
► UCF Home



DIVISION OF GRADUATE STUDIES / RELATED LINKS

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EARLY CHILDHOOD EDUCATION MED



Search

Go!



GRADUATE CATALOG
2007-2008

Description

The master's degree program in Early Childhood Education is designed to meet the needs of teachers through the delivery of relevant, rigorous course work and related academic experiences.

Students who already hold Early Childhood (Pre-K Primary) or Elementary (K-6) Professional Certification may enroll in the Master of Education (M.Ed.) program, which includes a full range of courses and the choice of four specialization tracks.

In addition to fostering the professional development of previously certified early childhood teachers, this program will also serve as a bridge among schools and community agencies and will provide the educational experiences to nurture educational leaders who will work within and across these areas.

MENU

■ Description

■ Degrees Offered

■ Admission

Master of Education in Early Childhood Education

- Early Literacy Track

- Educational Leadership Track

- Family, School and Community Track

- Pre-Kindergarten Handicapped Endorsement Track

- Contact Info

Degrees Offered

top

Master of Education in Early Childhood Education

- Early Literacy Track
- ~~Educational Leadership Track~~
- Family, School and Community Track

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Mailing Address:
P.O. Box 160112
Orlando, FL 32816-0112

- Pre-Kindergarten Handicapped Endorsement Track

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Select ONE of these specializations tracks (12 credit hours) an additional 9 credit hours of electives, core courses; and the capstone experience.

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:

- A baccalaureate degree or equivalent from a regionally accredited institution or from a recognized foreign institution.
- GPA of 3.0 or higher (on a 4.0 maximum) while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours), and
- Competitive Graduate Record Examination (GRE) (For M.Ed. applicants in lieu of the GRE, a GMAT score may be used for admission consideration).
- An interview with and favorable recommendation by Early Childhood Graduate Faculty is required for admission.

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~~In accordance with the Florida Statute 1004.04 and State Board of Education Rule 6A-5.06 applicants to graduate-level state-approved initial teacher program whose composite quantitative verbal GRE score is less than 1000 must pass all four parts of the College-Level Academic Skills Test or General Knowledge Test of the Florida Teacher Certification Examination for program admission. This applies to all applicants to the M.A. program.~~

- Applicants to the M.Ed. program must either hold a current Early Childhood (PreK-Primary) or Elementary (K-6) Florida Professional Florida Teaching Certificate in their program's subject area or have completed all requirements for that Professional Teaching Certificate. Applicants who have graduated from an accredited university or college teacher certification program in another state or country, in the appropriate subject and/or grade range, may also be admitted to the M.Ed. program at the discretion of the program director.
- International students must demonstrate their proficiency in the English language. International students, except those who are from countries where English is the official language or those who have earned a degree from a regionally accredited U.S. institution, are required to submit a score on the Test of English as a Foreign Language (TOEFL) before they can be admitted to the university. A computer-based TOEFL score of 220 or 80 on the internet-based TOEFL (or equivalent score on the paper-based test) is required unless otherwise specified by the program.

Additional Notes on Admissions

Students will be admitted to the program three times a year (in the fall, spring, and summer) and must apply for graduate admission by the application deadline established for this program. No

admission decisions will be made using race, sex, or ethnic origin of the student. Students who do not meet published admission requirements may be admitted provisionally and will be interviewed by a faculty program committee whose recommendations will be forwarded to the master's admission and retention committee in accordance with College of Education code for final admission action. Other admission factors that may be used in selecting students for provisional admission to the program are previous teaching experience or work (i.e., social service agencies) with pre-kindergarten or primary age children and their families.

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
Master of Education in Early Childhood Education	Jan 15	Jul 15	Dec 1	Apr 15
Early Literacy Track	Jan 15	Jul 15	Dec 1	Apr 15
Educational Leadership Track	Jan 15	Jul 15	Dec 1	Apr 15
Family, School and Community Track	Jan 15	Jul 15	Dec 1	Apr 15
Pre-Kindergarten Handicapped Endorsement Track	Jan 15	Jul 15	Dec 1	Apr 15

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International Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Master of Education in Early Childhood Education	Jan 15	Jan 15	Jul 1	Nov 1
Early Literacy Track	Jan 15	Jan 15	Jul 1	Nov 1
Educational Leadership Track	Jan 15	Jan 15	Jul 1	Nov 1
Family, School and Community Track	Jan 15	Jan 15	Jul 1	Nov 1
Pre-Kindergarten Handicapped Endorsement Track	Jan 15	Jan 15	Jul 1	Nov 1

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International Transfer Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Master of Education in Early Childhood Education	Jan 15	Mar 1	Sep 1	Dec 15

Early Literacy Track	Jan 15	Mar 1	Sep 1	Dec 15
Educational Leadership Track	Jan 16	Mar 4	Sep 4	Dec 16
Family, School and Community Track	Jan 15	Mar 1	Sep 15	Dec 15
Pre-Kindergarten Handicapped Endorsement Track	Jan 15	Mar 1	Sep 15	Dec 15

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MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

Minimum Hours Required for M.Ed.—36 Credit Hours

Select ONE of the Specialization Tracks (12 credit hours), an additional 9 credit hours of Electives, Core courses, and the Capstone Experience. Core courses and track courses may be taken in any sequence preceding the capstone experience. The capstone experience serves as the culminating experience in the program of study and substitutes for the comprehensive examination.

The M.Ed. program requires a practicum experiences which may be completed in students' own early childhood settings. Practica 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.

Candidates should meet initially and periodically with an academic advisor to:

- Plan their program of electives related to their desired career goals.
- Develop a program of study and timeline for coursework completion.
- Plan for the capstone culminating experience, which also includes their comprehensive project in lieu of a comprehensive examination.
- Discuss, if earned, a grade of "C" or lower in their graduate study.

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Candidates who are not performing at an acceptable academic level at any point in the graduate study (e.g., earn more than two grades of C or fall below the 3.0 GPA required for graduation) must meet with a graduate faculty advisor to develop and sign a Conditional Retention Plan to support remediation.

Area A: Core—9 Credit Hours

- EDF 6432 Measurement and Evaluation in Education (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)

Area B: Specialization Tracks—24 Credit Hours

Select one track for admission into the program. ~~Twelve~~ Nine additional hours will be selected in consultation with your adviser.

Early Literacy Track—12 Credit Hours

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- EEC 6216 Communicative Arts in Early Childhood Education (3 credit hours)
- EEC 5206 Organization of Instruction ~~6XXX Early Childhood Children's Literature~~ Formatted: Strikethrough
- LAE 6616 Trends in Language Arts Education (3 credit hours)
- RED 6116 Trends in Reading Education (3 credit hours)

Educational Leadership Track—12 Credit Hours

- ~~EDA 6061 Organization and Administration of Schools (3 credit hours)~~ Formatted: Strikethrough
- ~~EDA 6931 Contemporary Issues in Educational Leadership (3 credit hours)~~ Formatted: Strikethrough
- ~~EDS 6123 Educational Supervisory Practices I (3 credit hours)~~ Formatted: Strikethrough
- ~~EEC 6525 Early Childhood Program Administration (3 credit hours)~~ Comment [c1]: This is not on Rhonda's list as a removal of a track.

Family, School, and Community Track—12 Credit Hours

- EEC 6405 Home-School-Community Interaction in Early Childhood Education (3 credit hours)
- EEC 6406 Guiding and Facilitating Social Competence (3 credit hours)
- EEC 6947 Practicum in Family Liaison Building (3 credit hours)
- EEX 5750 Communication with Parents and Agencies (3 credit hours) or EEC 6263 Studies in Curriculum Environments for Early Childhood Education (3 credit hours)

Pre-Kindergarten Handicapped Endorsement Track—12 Credit Hours

- EEX 5702 Planning Curriculum for Pre-Kindergarten Children with Disabilities (3 credit hours)
- EEX 5750 Communication with Parents and Agencies (3 credit hours)
- EEX 6017 Typical and Atypical Applied Child Development (3 credit hours)
- EEX 6224 Observation and Assessment of Young Children (3 credit hours)

Area C: Capstone Experience—3-6 Credit Hours

- ~~EEC 6909 Master's Seminar (Action Research) (3-6 credit hours)~~ OR
- ~~EEC 6908 Thesis (6 credit hours)~~

Financial Support

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Financing Grad School, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Key points about financial support:

- If you are interested in financial assistance, you are strongly encouraged to apply for admission early. A complete application for admission, including all supporting documents, must be received by the priority date listed for your program under "Admissions."
- You must be admitted to a graduate program before the university can consider awarding financial assistance to you.

- If you want to be considered for loans and other need-based financial assistance, review the UCF Student Financial Assistance website at <http://finaid.ucf.edu/> and complete the FAFSA (Free Application for Federal Student Aid) form, which is available online at <http://www.fafsa.ed.gov/>. Apply early and allow up to six weeks for the FAFSA form to be processed.
- UCF Graduate Studies awards university graduate fellowships, with most decisions based on nominations from the colleges and programs. To be eligible for a fellowship, students must be accepted as a graduate student in a degree program and be enrolled full-time. University graduate fellowships are awarded based on academic merit and therefore are not affected by FAFSA determination of need.
- Please note that select fellowships do require students to fill out a fellowship application (either a university fellowship application, an external fellowship application, or a college or school fellowship application). For university fellowship applications, see Financing Grad School.
- For information on assistantships (including teaching, research, and general graduate assistantships) or tuition support, contact the graduate program director of your major.

Contact Info

Master of Education in Early Childhood Education

Lynn Hartle, Ph.D.
Phone Number: 407-823-4163
lhartle@mail.ucf.edu

Early Literacy Track

Lynn Hartle, Ph.D.
Phone Number: 407-823-4163
lhartle@mail.ucf.edu

Educational Leadership Track

~~Lynn Hartle, Ph.D.~~
~~Phone Number: 407-823-4163~~
~~lhartle@mail.ucf.edu~~

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Family, School and Community Track

Lynn Hartle, Ph.D.
Phone Number: 407-823-4163
lhartle@mail.ucf.edu

Pre-Kindergarten Handicapped Endorsement Track

Lynn Hartle, Ph.D.
Phone Number: 407-823-4163
lhartle@mail.ucf.edu

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

Minimum Hours Required for M.Ed.—36 Credit Hours

Select ONE of the four available Tracks (12 credit hours), additional elective courses (9 credit hours), Core courses (9 credit hours), and the Capstone Experience (6 credit hours). Core courses and track courses may be taken in any sequence preceding the capstone experience. The capstone experience serves as the culminating experience in the program of study and substitutes for the comprehensive examination.

Candidates should meet initially and periodically with an academic adviser to:

- Plan their program of electives related to their desired career goals
- Develop a program of study and timeline for course work completion
- Plan for the capstone culminating experience, which also includes their comprehensive project in lieu of a comprehensive examination
- Discuss, if earned, a grade of "C" or lower in their graduate study

Candidates who are not performing at an acceptable academic level at any point in their graduate study - earn more than two grades of C or lower OR fall below the 3.0 GPA required for graduation - must meet with a graduate faculty advisor to develop and sign a Conditional Retention Plan to support remediation.

AREA A: Core—9 Credit Hours

- EDF 6432 Measurement and Evaluation in Education (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)

AREA B: Tracks—21 Credit Hours

Select one of the following tracks.

Early Literacy Track—12 Credit Hours

- EEC 6216 Communicative Arts in Early Childhood Education (3 credit hours)
- EEC 5206 Organization of Instruction in Early Childhood Education
- LAE 6616 Trends in Language Arts Education (3 credit hours)
- RED 6116 Trends in Reading Education (3 credit hours)

Family, School, and Community Track—12 Credit Hours

- EEC 6405 Home-School-Community Interaction in Early Childhood Education (3 credit hours)
- EEC 6406 Guiding and Facilitating Social Competence (3 credit hours)
- EEC 6947 Practicum in Family Liaison Building (3 credit hours)

- EEX 5750 Communication with Parents and Agencies (3 credit hours) or EEC 6263 Studies in Curriculum Environments for Early Childhood Education (3 credit hours)

Pre-Kindergarten Handicapped Endorsement Track—12 Credit Hours

- EEX 5702 Planning Curriculum for Pre-Kindergarten Children with Disabilities (3 credit hours)
- EEX 5750 Communication with Parents and Agencies (3 credit hours)
- EEX 6017 Typical and Atypical Applied Child Development (3 credit hours)
- EEX 6224 Observation and Assessment of Young Children (3 credit hours)

Teacher Leadership Track—12 Credit Hours

Select any four of the following five courses:

- EDG 6XXX Seminar in Teacher Leadership (3 credit hours)
- EDG 6223 Curriculum Theory and Organization (3 credit hours)
- EDF 6233 Analysis of Classroom Teaching (3 credit hours)
- EDF 6XXX Teacher Leadership for Educational Equity & Social Justice (3 credit hours)
- EDF 6259 Learning Theories Applied to Classroom Instruction and Management (3 credit hours)

Comment [c1]: I guess this is replacing Educ Leadership, but I still haven't found confirmation.

AREA C: Electives— 9 credit hours

Select 9 credit hours of electives with advisor's approval.

AREA D: Capstone Experience— 6 credit hours

- EEC 6909 Research Report (6 credit hours) OR
- EEC 6908 Thesis (6 credit hours)

UCF COLLEGE OF MEDICINE MD CURRICULUM

YEAR ONE	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																			
	M-1 New Student Orientation	Intro to Profession of Medicine (1 wk) P-1 Practice of Medicine Community of Practice I-1 Focused Individualized Study and Research <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">HB-1 Human Body: Molecules to Cells Biochemistry, Cell Biology, Genetics, Molecular Biology, and Preclinical Informatics (8 wks)</td><td style="width: 25%;">HB-2 Human Body: Structure and Function Anatomy, Embryology, Radiology, Physiology, Histology, Neurobiology (10 wks +)</td><td style="width: 25%;">HB-2 Human Body: Structure and Function Anatomy, Embryology, Radiology, Physiology, Histology, Neurobiology (cont'd, 7 wks)</td><td style="width: 25%;">HB-3 Human Body: Health and Disease Microbiology, Immunology, Virology, Intro to Pathology (4 wks+)</td><td style="width: 25%;">HB-3 Human Body: Health and Disease Microbiology, Immunology, Virology, Intro to Pathology (cont'd, 4 wks)</td><td style="width: 25%;">S-1 Hematology/Oncology (3 wks)</td></tr> <tr> <td colspan="3"></td><td colspan="2" style="text-align: center;">IS Mini Conference</td><td></td></tr> <tr> <td colspan="3"></td><td colspan="2" style="text-align: center;">C-1 Psychosocial</td><td colspan="2" style="text-align: center;">Issues in Healthcare (11 wks)</td></tr> </table>											HB-1 Human Body: Molecules to Cells Biochemistry, Cell Biology, Genetics, Molecular Biology, and Preclinical Informatics (8 wks)	HB-2 Human Body: Structure and Function Anatomy, Embryology, Radiology, Physiology, Histology, Neurobiology (10 wks +)	HB-2 Human Body: Structure and Function Anatomy, Embryology, Radiology, Physiology, Histology, Neurobiology (cont'd, 7 wks)	HB-3 Human Body: Health and Disease Microbiology, Immunology, Virology, Intro to Pathology (4 wks+)	HB-3 Human Body: Health and Disease Microbiology, Immunology, Virology, Intro to Pathology (cont'd, 4 wks)	S-1 Hematology/Oncology (3 wks)				IS Mini Conference						C-1 Psychosocial		Issues in Healthcare (11 wks)																	
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YEAR TWO		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																		
		Diagnostic Tools (1 wk) P-2 Practice of Medicine Community of Practice I-2 Focused Individualized Study and Research <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">S-2 Endocrine, Reproductive, and Genitourinary System (6 wks)</td><td style="width: 25%;">S-3 GI/Hepatic and Renal System (6 wks)</td><td style="width: 25%;">S-4 Cardiovascular and Pulmonary System (6 wks)</td><td style="width: 25%;">S-5 Skin and Musculoskeletal System (4 wks)</td><td style="width: 25%;">S-6 Neurologic Systems (6 wks)</td><td style="width: 25%;"></td></tr> <tr> <td colspan="3"></td><td colspan="2" style="text-align: center;">IS Mini Conference</td><td></td></tr> <tr> <td colspan="3"></td><td colspan="2" style="text-align: center;">NBME Prep</td><td colspan="2" style="text-align: center;">Vacation</td><td colspan="4" style="text-align: center; vertical-align: middle;">Orientation to Clerkships</td></tr> <tr> <td colspan="13" style="text-align: center; vertical-align: middle;"> Medicine (6) Surgery (6) OB/Gyn (6) Pediatrics (6) Neurology/Neurosurgery (6) Psychiatry (6) Selective (3) Longitudinal Family Medicine Experience </td></tr> </table>												S-2 Endocrine, Reproductive, and Genitourinary System (6 wks)	S-3 GI/Hepatic and Renal System (6 wks)	S-4 Cardiovascular and Pulmonary System (6 wks)	S-5 Skin and Musculoskeletal System (4 wks)	S-6 Neurologic Systems (6 wks)					IS Mini Conference						NBME Prep		Vacation		Orientation to Clerkships				Medicine (6) Surgery (6) OB/Gyn (6) Pediatrics (6) Neurology/Neurosurgery (6) Psychiatry (6) Selective (3) Longitudinal Family Medicine Experience										
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YEAR THREE	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																			
	Medicine (6)	Medicine (6)	Professionalism, Ethics, Communication	Medicine (6)	Medicine (6)	Vacation	Medicine (6)	Medicine (6)	Medicine (6)	Capstone Experience	Vacation/Required Clinical Skills Exam	ER																																			
YEAR FOUR	Surgery (6)	Surgery (6)		Surgery (6)	Surgery (6)		Surgery (6)	Surgery (6)	Surgery (6)																																						
	OB/Gyn (6)	OB/Gyn (6)		OB/Gyn (6)	OB/Gyn (6)		OB/Gyn (6)	OB/Gyn (6)	OB/Gyn (6)																																						
YEAR FOUR	Pediatrics (6)	Pediatrics (6)		Pediatrics (6)	Pediatrics (6)		Pediatrics (6)	Pediatrics (6)	Pediatrics (6)	Graduation	Core Sub I	Critical Care																																			
	Neuro/Neurosurg (6)	Neurology/Neurosurgery (6)		Neurology/Neurosurgery (6)	Neurology/Neurosurgery (6)		Neurology/Neurosurgery (6)	Neurology/Neurosurgery (6)	Neurology/Neurosurgery (6)																																						
YEAR FOUR	Psychiatry (6)	Psychiatry (6)		Psychiatry (6)	Psychiatry (6)		Psychiatry (6)	Psychiatry (6)	Psychiatry (6)		Elective	Med/Surg Sub I																																			
	Sel (3)	Selective (3)		Selective (3)	Selective (3)		Selective (3)	Selective (3)	Selective (3)																																						
YEAR FOUR	Sel (3)	Selective (3)		Selective (3)	Selective (3)		Selective (3)	Selective (3)	Selective (3)	Elective	Core Sub I	Elective																																			
	Longitudinal Ambulatory/Family Medicine																																														
YEAR FOUR	Longitudinal Ambulatory/Family Medicine Experience																																														
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Graduate Council Curriculum Committee
Course Agenda 08-01-08

College of Medicine Special Topics

BSC 6938C Sect 01 COM-Molecular & Microbiology 3(1,6)

ST: Lab Methods in Molecular Biology: PR: Graduate standing and PCB 3522 Molecular Biology I or equivalent. Description and practice of commonly used methods in molecular biology.

30 character abbreviation: **ST: Lab Methods in Mol Biology**

MCB 5937 Sect 01 COM-Molecular & Microbiology 2(2,0)

ST: Adv Topics in Infectious Processes: PR: Graduate standing. Data presentations from the primary literature and from the student's original research will focus on the molecular mechanisms of host-pathogen interactions.

30 character abbreviation: **ST: Adv Topics in Infect Proc**

Engineering & Computer Science Special Topics

ESI 6938 Sect 01 ECS-Industrial & Management 3(3,0)

ST: Computer-Aided Nano-Engineering: PR: EGN 3211, EML 3034, Graduate standing, ESI 5219 or STA 5825 or C.I. Introduce the fundamentals of modeling and simulation methodologies in computer-aided engineering of nano materials with the exposure of various computational approaches for nano materials design.

30 character abbreviation: **ST: Computer Aided Nano Eng**

EMA 5937 Sect 01 ECS-Mechanical/Matrls/Aerosp 3(3,0)

ST: Science and Technology of Fuel Cells: PR: EGN 3365 and EMA 4102, or C.I. Fundamental knowledge and hands-on experience with design, manufacturing and operation of fuel cell systems.

30 character abbreviation: **ST: Science & Tech Fuel Cells**

EML 6938 Sect 01 ECS-Mechanical/Matrls/Aerosp 3(3,0)

ST: Intelligent Systems: Modeling, Optimization and Control: PR: EML 4312C or equivalent or C.I. A thorough study of multiple disciplines of intelligent systems, such as fuzzy logic, neural network, evolutionary strategy and genetic algorithm, for system modeling, off-line optimization and online control.

30 character abbreviation: **ST:Intelig Sys: Mod Opt & Cont**

Health & Public Affairs Special Topics

PHT 6938C Sect 01 HPA-Health Professions & PT 3(3,1)

ST: Radiology/Imaging for Physical Therapy: PR: Admission to DPT program. A diagnostic imaging course focusing on clinical implications in rehabilitation. The focus will be on patients with neurological and orthopedic disorders.

30 character abbreviation: **ST: Radiology Imaging for PT**

College of Medicine Course Action Additions

MCB 6XXX COM-Molecular & Microbiology 2(2,0)

Adv. Topics in Infectious Processes: PR: Graduate Standing. Data presentations from the primary literature and from the student's original research will focus on the molecular mechanisms of host-pathogen interactions.

30 character abbreviation: **Adv Topics in Infect Processes**

Health & Public Affairs Course Action Additions

SPA 7XXX HPA-Commun Sci & Disorders 2(2,0)

Internship in Professional Development: PR: Admission to PhD in Education Communication Sciences and Disorders Track. Supervised experience in the design, delivery and evaluation of professional development for educators in the area of communication sciences and disorders.

30 character abbreviation: **Internship in Prof Development**

College of Medicine Course Action Revisions

**BSC 6407C Laboratory Methods in Molecular Biology 4(2,4)
3(1,6)**

PR: Graduate standing, PCB 4524 3522 or C.I.

~~Experimental techniques and design in laboratory biological research.~~

~~Description and practice of commonly used methods in molecular biology.~~

College of Education Course Action Revisions

**EDS 5356 Supervision of Professional Laboratory Experiences 3(2,1)
Mentoring and Clinical Supervision of Pre-professional Educators**

PR: C.I.

~~Study of the undergraduate professional laboratory experiences program, with emphasis on the role and responsibilities of the Teacher Education Associate or Supervising Teacher.~~

~~The practical application of coaching and mentoring practices that satisfy the standards of clinical supervision and assure attainment of the Florida Educator Accomplished Practices.~~

30 character abbreviation: **Mentor & Clin Supv Educators**

Health & Public Affairs Course Action Revisions

SOW 5756 Introduction to Forensic Social Work Theory and Practice 3(3,0)

SOW 6XXX Forensic Social Work

PR: Graduate standing or C.I. PR: Admission to MSW program or Social Work Certificate.

Course develops the understanding of the role of social workers within the course and criminal justice system.

Course studies theories and practice of forensic social work focusing on roles, ethics, skills and functions of forensic practice as well as theoretical frameworks for forensic practice.

30 character abbreviation: **Forensic Social Work**

SOW 5644 Interventions with Elderly and Their Families 3(3,0)

SOW 6XXX

PR: Admission to Gerontology graduate certification program or MSW program or C.I.

PR: Graduate Status or C.I.

Study of concepts, skills, models and theories for intervening with aged. the elderly.
Special attention is given to minority populations.

30 character abbreviation: **Interventn w Elderly & Family**

SOW 5109 Violence Against Women: A Global Perspective 3(3,0)

SOW 6XXX

PR: Graduate status or C.I.

An introduction to the types of violence that impact women from a global perspective.
Community, political, imposed on women around the world. Social, political and economic issues that support violence against women will be discussed by country, ethnic group(s) within countries, and religious principles. related to women and violence are reviewed.

30 character abbreviation: **Violence Agnst Women Glob Per**