

Graduate Council Curriculum Committee

February 16, 2011

3:30 p.m., MH 243

Agenda

1. Welcome and call to order
2. Review of minutes from February 2 meeting
3. Rename Art MFA, Studio Art and the Computer to MFA in Emerging Media, CAH
 - Addition of a Studio Art and the Computer track
 - Rename Visual Language and Interactive Media track to Digital Media and curriculum revisions to this track
4. Inactivation of Varying Exceptionalities track, Exceptional Student Education MEd, CED
5. Curriculum revisions to the Early Childhood Development and Education MS program, CED
6. Program revisions to the EdD in Education, CED
7. Courses and special topics
8. Adjournment

Members of the Graduate Council Curriculum Committee:

Patricia Bishop, Ex officio, AA
Deborah Breiter, RCHM
Honghui Chen, CBA
Tosha Dupras, COS-Chair
Jane Gibson, COM
Naim Kapucu, COHPA
Anne Norris, CON
Joyce Nutta, CED
Max Poole, Liaison, CGS
Tison Pugh, CAH
Boris Zeldovich, COP
Terrie Sypolt, Libraries
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS



Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

PLEASE NOTE: The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes** (use **Track Changes in Word**).

College/Unit(s) Submitting Proposal: College of Arts and Humanities

Proposed Effective Term/Year: Fall 2011

Unit(s) Housing Program: School of Visual Arts and Design

Name of program, track, and/or certificate: Art MFA, Studio Art and the Computer and Visual Language and Interactive Media MFA track (currently housed under Art MFA program), requesting name change to MFA – pg. 4.

Description of program (this description will show up in the graduate catalog copy):

The Master of Fine Arts in Emerging Media program offers tracks in Studio Art and the Computer and Digital Media, and provides students an opportunity to inform and enhance their artistic practice using twenty-first century electronic media and digital technologies in new ways. The track in Studio Art and the Computer is composed of 70 credit hours to be acquired in three years (six full-time semesters excluding summers). Degree credit is obtained in theory courses, studio art courses, electives, and in supervised research. The track in Digital Media is designed to educate the next generation of media entrepreneurs who will produce and use digital technologies to create content in many venues and in new ways.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

No changes from current deadlines.

Application requirements: (Please specify if you have different application requirements for the track than for the program?)
Will you admit directly to the track?)

No changes from current requirements.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

Paul Lartonoix, Interim Director of School of Visual Arts and Design. plartono@mail.ucf.edu, 407-823-3253, VAB 117A, <http://svad.cah.ucf.edu/>. Also, Lynn Hepner, College of Arts and Humanities Associate Dean of Academic Programs, lhepner@mail.ucf.edu, 407-823-4239, CAH 190I, <http://svad.cah.ucf.edu/>.

Please check one: This action affects a: ☒ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

Studio Art and the Computer program and Visual Language and Interactive Media track

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <i>Payfars</i>	Date: <i>1/31/11</i>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair:	Date: <i>1/31/11</i>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean or Unit Head: <i>Donna M. Conner</i>	Date: <i>1/31/11</i>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC:	Date:
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies:	Date:

APPROVAL

Provost and Vice President for Academic Affairs:	Date:
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Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

At present, the *MFA, Studio Art and the Computer* program has one track, titled *Visual Language and Interactive Media*, inherited from the dismantled School of Film and Digital Media.

To reduce confusion, we wish to clarify the program degree and tracks by renaming as follows:

Rename current PROGRAM: Change **Art MFA, Studio Art and the Computer** to **MFA in Emerging Media**

Create a new track: **Studio Art and the Computer**

Rename current track: Change **Visual Language and Interactive Media** to **Digital Media**

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☒ No

Name Change

Are you changing the name of an existing program, track, or certificate? ☒ Yes ☐ No

If yes, provide the new name of the program, track, or certificate: **MFA in Emerging Media**

Provide the name of the current program, track, or certificate: **Art MFA, Studio Art and the Computer**

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change. **Fall 2011**

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☒ No

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:



If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.

Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

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Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

No impact on current students. Credit hours for the program remain the same

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

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If an addition, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

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	Year 1	Year 2	Year 3
Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)



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Part A - Continued

If an addition or there are substantial **REVISIONS** to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☐ Yes ☐ No

If yes, number of current students:

Please specify the intended time period of inactivation or suspension:

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012

Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

REVISED

Emerging Media MFA

~~Art MFA~~, Studio Art and the Computer

 [Hide](#) preferences menu.

- ☒ [Program Description](#)
- ☒ [Curriculum](#)
- ☒ [Application Requirements](#)
- ☒ [Application Deadlines](#)
- ☒ [Financials](#)
- ☒ [Contact Information](#)

Program Tracks

- ~~[Visual Language and Interactive Media](#)~~ [Digital Media](#)
- [Studio Art and the Computer](#)

Program Disciplines

This program belongs to the following disciplines:

- [Art](#)
- [Digital Media](#)

 FEEDBACK

College : [Arts and Humanities](#)

Department : [School of Visual Art and Design](#)

Program Websites :

<http://svad.cah.ucf.edu/students/degrees/graduate/http://www.art.ucf.edu/MFAart/index.php>

Degree : MFA

Option : Thesis

PROGRAM DESCRIPTION

The MFA in [Emerging Media](#), Studio Art and the Computer [track](#) provides students an opportunity to inform and enhance their artistic practice using twenty-first century electronic media.

[Read More ▼▲](#)

CURRICULUM

The Studio Art and the Computer MFA [program-track](#) is composed of a minimum of 70 credit hours; to be acquired in three years (six full-time semesters excluding summers). Degree credit is obtained in theory courses, studio art courses, electives, and in supervised research. All courses must be approved by the Graduate Program Director. The thesis consists of a body of artistic work accompanied by electronic (Internet) documentation and a culminating exhibition.

Total Credit Hours Required:

70 Credit Hours Minimum beyond the Bachelor's Degree

Graduate students must maintain a 3.0 or better GPA in all course work to complete the program. Continuation in the MFA program requires a positive annual evaluation by the Program Director of the [Department of Art School of Visual Arts and Design](#) and by the Graduate Committee of the [Department of Art School of Visual Arts and Design](#).

Required Courses—55 Credit Hours

- ART 5910 Studio Concentration I (3 credit hours; should be taken twice for a total of 6 credit hours)
- ART 5280C Serial Content and Classic Form I (3 credit hours)
- ART 5284 Design Theory and Methods (3 credit hours)
- ART 5941 Graduate Practicum I (1 credit hour)
- ART 6911 Studio Concentration II (3 credit hours; should be taken twice for a total of 6 credit hours)
- ART 5695 Web Art I (3 credit hours)
- ART 5696 Art, Design and Human Interactions (3 credit hours)
- ART 6942 Graduate Practicum II (1 credit hour)
- ART 5694 Crosscultural Electronic Art and Design (3 credit hours)
- ART 6697 Web Art II (3 credit hours)
- ART 6281C Serial Content and Classic Form II (3 credit hours)
- ART 6930 Graduate Seminar (1 credit hour; taken twice)
- ART 6683C Time Arts (3 credit hours)
- ART 6743C Intermedia Sculpture (3 credit hours)
- ART 6687 Research Concentration I (3 credit hours)
- ART 5698 Concourse I (3 credit hours)
- ART 6689 Research Concentration II (3 credit hours)
- ART 6699 Concourse II (3 credit hours)

Elective Courses—9 Credit Hours

Electives can be taken from the ~~Art Department~~[School of Visual Arts and Design](#) or other discipline areas at the university, as appropriate, with approval of the program director. These courses must be selected so as to ensure that at least one-half of the courses in the student's program of study are taken at the 6000 level.

- Electives (9 credit hours)

Thesis—6 Credit Hours

- ART 6971 Thesis (6 credit hours)

The thesis consists of a body of artistic work accompanied by electronic (Internet) documentation and a culminating exhibition.

The final oral review before the supervisory thesis committee occurs at the end of the sixth semester. At the same time, the graduate student presents a thesis exhibition of selected works from the cumulative body of works produced during his/her three years of residency. In addition, the thesis requires an artist's statement and documentation. The thesis will contain research intentions, results, and the body of the creative works produced. Students are required to submit an electronic version of the thesis to the UCF College of Graduate Studies. After approval by the UCF College of Graduate Studies, the UCF Library will add it to its archives and make the electronic version of the thesis accessible on the web. The required thesis is the independent learning experience in the degree program.

Equipment Fee

Students in the Studio Art and the Computer ~~Program~~[track](#) pay a \$90 equipment fee each semester that they are enrolled.

INDEPENDENT LEARNING

A thesis is required.

Application Requirements

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

Applicants to the MFA program normally must hold an earned BFA degree in Visual Art from an accredited institution with a 3.0 or higher GPA in the last 60 attempted semester hours of undergraduate study. Applicants who hold an earned BA, BS, or other baccalaureate degree in

Visual Art or a related discipline with a 3.0 or higher GPA ranking from an accredited university may also apply.

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide the following to College of Graduate Studies as well as a portfolio of work to be sent directly to the MFA program:

- One official transcript (in a sealed envelope) from each college/university attended.
- A portfolio of 20 original creative works on CD/DVD (to be submitted directly to the Department of Art)
- A letter of research intent that is at least a page describing the applicant's creative background, proposed research interests, and the relationship between this program and the applicant's future goals (to be submitted directly to the Department of Art). Research in the context of the MFA program primarily means the full-time creation of an original body of art work over the course of three years of residence.
- Two letters of recommendation preferably from former visual art professors.
- A score of at least 230 (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.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.
- A portfolio of 20 original creative works on CD/DVD to be submitted directly to the MFA program at:

MFA ~~Studio Art and the Computer~~ in Emerging Media – Studio Art and the Computer
Center for Emerging Media
500 West Livingston Street
Orlando, FL 32801

Meeting minimum UCF admission criteria does not guarantee admission to the MFA program. 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; strongly based on the review of the portfolio of original creative work and the letter of research intent.

Application Deadlines

**Art-Emerging Media MFA, Studio Art and the
Computer track**

Domestic Applicants
International Applicants

	Fall Priority	Fall	Spring	Summer
	Jan 15	Mar 15	-	-
	Jan 15	Jan 15	-	-

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Student Finances](#), 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 the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [Fellowships](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.



Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

PLEASE NOTE: The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal: College of Arts and Humanities

Proposed Effective Term/Year: Fall 2011

Unit(s) Housing Program: School of Visual Arts and Design

Name of program, track, and/or certificate: Art MFA, Studio Art and the Computer –Visual Language and Interactive Media

Description of program (this description will show up in the graduate catalog copy):

SVAD is not requesting changes to the program description at this time, just changes to degree and track names.

DELIVERY - Will program be delivered: ☒ Face to face ☐ Completely online ☐ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

No changes from current deadlines.

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

No changes from current requirements.

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

Paul Lartonoix, Interim Director for the School of Visual Arts and Design. plartono@mail.ucf.edu, 407-823-3253, VAB 117A, <http://svad.cah.ucf.edu/>.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



Signature Page

RECOMMENDATIONS

☒ Yes ☐ No Department Chair: *[Signature]* Date: *1/31/11*

☒ Yes ☐ No College Curriculum Committee Chair: *[Signature]* Date: *1/31/11*

☒ Yes ☐ No College Dean or Unit Head: *[Signature]* Date: *1/31/11*

☐ Yes ☐ No Chair or GSC: _____ Date: _____

☐ Yes ☐ No Dean, College of Graduate Studies: _____ Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

This curriculum for the Visual Language and Interactive Media track currently requires two one-hour courses:

- DIG 5XXX Digital Media Perspectives Seminar (1 credit hour)
- DIG 6XXX Digital Media Thesis Preparation (1 credit hour)

As we have gained experience with the curriculum, we have found that the first (5xxx) course duplicates content in several of our 3 hour courses, particularly DIG 5647 (Science & Technology of Dynamic Media) and DIG 6136 (Design for Media). The second (6xxx) course duplicates content in DIG 6546 Previsualization & Concept Development.

We request: (1) the removal of these two courses to decrease duplication of faculty effort and; (2) the increase in Thesis requirement (from 10 hours to 12 hours) to maintain the rigor of the MFA's requirement for 60 hours of graduate course credit.

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☒ No

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☐ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.

Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

No impact on current students. Credit hours for the program remain the same

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

If an addition, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

	Year 1	Year 2	Year 3
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UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

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Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☐ Yes ☐ No

If yes, number of current students:

Please specify the intended time period of inactivation or suspension:

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012

Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

~~Art MFA, Studio Art and the Computer~~MFA in Emerging Media ▾

~~Visual Language and Interactive~~ ~~Media~~Digital Media **Track**

✕ Hide preferences menu.

- ☒ Program Description
- ☒ Curriculum
- ☒ Application Requirements
- ☒ Application Deadlines
- ☒ Financials
- ☒ Contact Information

Program Tracks

- ~~Visual Language and Interactive Media~~Digital Media
- Studio Art and the Computer

Subplan Disciplines

This track belongs to the following disciplines:

- Digital Media
- Arts and Humanities
- Art

☐ **FEEDBACK**

College : Arts and Humanities

Degree : MFA

Department : ~~Digital Media~~School of Visual Arts and Design

Option : Thesis

Program Websites : <http://svad.cah.ucf.edu/>http://www.dm.ucf.edu/graduate_index.php

TRACK DESCRIPTION

The Master of Fine Arts in Emerging Media ~~Studio Art and the Computer~~ offers a ~~Visual Language and Interactive~~ Digital Media track designed to educate the next generation of filmmakers and media entrepreneurs and produce artists, entrepreneurs, educators, engineers, and

scientists who use digital technologies to create content in many venues (film, digital media, interactive entertainment, and a host of others), and who will develop and use digital technologies in new ways.

[Read More ▼▲](#)

CURRICULUM

Total Credit Hours Required:

60 Credit Hours Minimum beyond the Bachelor's Degree

~~Visual Language and Interactive Media~~ Digital Media track in the ~~Art-Emerging Media~~ MFA program requires a minimum of 60 credit hours including a thesis project. The program requires 32 credit hours of required courses, 18 credit hours of program electives, and 10 credit hours of thesis.

During the first academic year, the student pursues required courses as dictated by the student's plan of study. Throughout the second year, the student finishes remaining required course work and enrolls in electives approved by his or her thesis chairperson/adviser. During the third year, the student's focus is on completing his or her thesis work.

Required Courses—32 Credit Hours

- DIG 5647 Science and Technology of Dynamic Media (3 credit hours)
- DIG 6825 Digital Media Research Methods (3 credit hours)
- DIG 6546 Previsualization and Concept Development (3 credit hours)
- DIG 6432 Transmedia Story Creation (3 credit hours)
- DIG 6551 Applied Interactive Story (3 credit hours)
- DIG 6136 Design for Media (3 credit hours)
- DIG 5137 Information Architecture (3 credit hours)
- DIG 5487 Principles of Visual Language (3 credit hours)
- DIG 6550 Digital Media Pre-Production (3 credit hours)
- DIG 6918 Directed Research (3 credit hours)
- ~~DIG 5XXX Digital Media Perspectives Seminar (1 credit hour)~~
- ~~DIG 6XXX Digital Media Thesis Preparation (1 credit hour)~~

Elective Courses—18 Credit Hours

Many graduate-level courses in the College of Arts and Humanities can be used as electives, based on an adviser-approved plan of study. In addition, other graduate courses may be used in place of those listed above, with permission of the adviser. These courses must be selected so as to ensure that at least one-half of the courses in the student's plan of study are taken at the 6000 level. Normally, at least half of the selected electives should be taken with the ~~Department of Digital Media~~. School of Visual Arts and Design.

A listing of courses offered by the Department of Digital Media can be found in the drop-down Catalog Menu at the top of the page under "Courses".

Thesis—10 Credit Hours

- DIG 6971 Thesis ~~(10 credit hours)~~ (12 credit hours)

Each candidate for the Master of Fine Arts must submit a thesis proposal and preliminary bibliography on a topic selected in consultation with the adviser. The formal thesis is initiated by the preparation of a proposal that will meet both departmental and university requirements for the thesis. Prior to enrollment into thesis, the adviser, in consultation with the student, will designate a Thesis Committee to be further approved by the Dean of Arts and Humanities or their designee. This committee is chaired by the adviser and includes two or more additional faculty members from the Department of Digital Media School of Visual Arts and Design.

The members of the student's thesis committee will judge the proposal as the preliminary step to beginning the thesis. This committee must approve the Thesis Proposal before academic credit can accrue.

A Visual Language and Interactive Media MFA The thesis project for the Emerging Media MFA, Digital Media track involves creating innovative applications of digital media to serve artistic, entertainment, commercial, and/or educational needs. The thesis consists of three parts: (1) the creative project (that utilizes digital media); (2) the production journal (documenting the process of developing the project and evaluating its effectiveness); and (3) dissemination (the work is submitted in a juried exhibition, a refereed publication, or other venue that demonstrates development in connection with a professional partner).

The production journal portion of the thesis is a formal written document. The introduction cites similar, related, and antecedent work; the body explains the purposes of the project, the method of its production, and any evaluation that was performed; and it concludes with plans for future work. The thesis will also include an archival copy of the resulting creative product. Both the thesis and the creative product must be delivered in a digital form, acceptable by the UCF library according to its standards for digital dissertations and theses.

Thesis Defense

In addition to the creative project, the written thesis, and dissemination of work, the final step in completing the thesis requirement is an oral defense before the thesis committee. Candidates present their creative or research work and explain its creation in an oral defense. These presentations are made to the student's committee, in a public meeting that other faculty and students may attend.

INDEPENDENT LEARNING

A thesis is required.



Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

PLEASE NOTE: The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal: Education/Child, Family, and Community Sciences Unit

Proposed Effective Term/Year: Fall, 2011

Unit(s) Housing Program: Education/Child, Family, and Community Sciences Unit

Name of program, track, and/or certificate: Exceptional Student Education, Varying Exceptionalities

Description of program (this description will show up in the graduate catalog copy):

Exceptional Student Education Grades K-12/ESOL Endorsement Masters of Arts (M.A.) is a graduate program for non-education majors or teachers previously certified in another field. Graduates of the M.A. program will meet requirements for certification in ESE upon completion of the degree program. In addition, successful program completers should be eligible for an additional endorsement in ESOL.

Exceptional Student Education Grades K-12 Masters of Education (M.Ed.) is a graduate degree program that prepares exceptional education teachers to work in programs serving K-12 students with disabilities. It is designed for teachers already certified in exceptional student education to enhance their knowledge, skills and dispositions.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

Same deadline in the past.

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

No, as we are requesting the deletion of the "Varying Exceptionalities" track.

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

Mary E. Little, Ph.D., mlittle@mail.ucf.edu, 3.3275, College of Education-315 J; NA



Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☐ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

☒ **Inactivation**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



Signature Page

RECOMMENDATIONS

☐ Yes ☐ No Department Chair: _____ Date: _____

☐ Yes ☐ No College Curriculum Committee Chair: _____ Date: _____

☐ Yes ☐ No College Dean or Unit Head: _____ Date: _____

☐ Yes ☐ No Chair or GSC: _____ Date: _____

☐ Yes ☐ No Dean, College of Graduate Studies: _____
Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☐ Yes ☐ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☐ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.



Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

If an addition, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)



Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☒ Yes* ☐ No *could be in track, but not needed.

If yes, number of current students:

Not sure, as all current Graduate students (M.A. and M.Ed.) are correctly enrolled in degree programs, sans “track”.

Please specify the intended time period of inactivation or suspension: Permanent inactivation.

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

The “Varying Exceptionalities” tracks were added when certification in Florida included 3 specific types of certification for teaching students with disabilities. State of Florida certification currently is “Exceptional Student Education K-12” as has been revised in our program names, catalog, etc. There is no longer a need to offer various “Varying Exceptionality” tracks, due to these certification changes. This would be a permanent activation, until such time as warranted for re-examination by revised certification requirements by the state of Florida. This will create NO revisions to current course offerings; therefore, no “teach out plan” is necessary

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012

Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)



Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

PLEASE NOTE: The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal: College of Education

Proposed Effective Term/Year: Summer 2011

Unit(s) Housing Program: Department of Child, Family, and Community Sciences

Name of program, track, and/or certificate: M.S. in Early Childhood Development and Education

Description of program (this description will show up in the graduate catalog copy):

The Master of Science program in Early Childhood Development and Education (ECDE) is designed to meet the needs of professionals who want to work with young children. The ECDE program delivers relevant, rigorous course work and related academic experiences.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

Same deadlines as the university

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

We have only program-related application requirements

Program Director(s) and contact information: (name, email, phone, campus address, program website address) Dr. Judit Szente, Assistant Professor of Early Childhood, jszente@mail.ucf.edu, 407-823-3656, Education Complex 122Q,



Please check one: This action affects a: ☒ Program ☐ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

For our capstone experience, the Early Childhood Development and Education program is offering two options: thesis and non-thesis options. Both for 6(6,0) credit hours.

The requested revisions include the following:

1. Currently, our non-thesis option includes a Research Report (EEC 6909) or 6(6,0) credit hours approved electives with a written comprehensive examination. We would like to change the non-thesis option to include a 6(6,0) practicum instead of the research report for students who are interested in field-based experiences.
2. In our former M.Ed. in Early Childhood Education program (that we no longer offer since 2009), there was a course, EEC 6947: Practicum in Family Liaison Building that was offered for 3(3,0) credits. We would like to revise the EEC 6947: Practicum in Family Liaison Building 3(3,0) credit hour course to EEC 6947: Practicum in Child, Family, and Community Sciences 6(6,0) in order to better fit our needs to provide our M.S. in Early Childhood Development and Education students with field-based placements in childcare centers, social service agencies, hospitals, and/or schools.

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



Signature Page

RECOMMENDATIONS

☐ Yes ☐ No Department Chair: Date:

☐ Yes ☐ No College Curriculum Committee Chair: Date:

☐ Yes ☐ No College Dean or Unit Head: Date:

☐ Yes ☐ No Chair or GSC: Date:

☐ Yes ☐ No Dean, College of Graduate Studies: Date:

APPROVAL

Provost and Vice President for Academic Affairs: Date:

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

For our capstone experience, the Early Childhood Development and Education program is offering two options: thesis and non-thesis options. Both for 6(6,0) credit hours.

The requested revisions include the following:

1. Currently, our non-thesis option includes a Research Report (EEC 6909) or 6(6,0) credit hours approved electives with a written comprehensive examination. We would like to change the non-thesis option to include a 6(6,0) practicum instead of the research report for students who are interested in field-based experiences.
2. In our former M.Ed. in Early Childhood Education program (that we no longer offer since 2009), there was a course, EEC 6947: Practicum in Family Liaison Building that was offered for 3(3,0) credits. We would like to revise the EEC 6947: Practicum in Family Liaison Building 3(3,0) credit hour course to EEC 6947: Practicum in Child, Family, and Community Sciences 6(6,0) in order to better fit our needs to provide our M.S. in Early Childhood Development and Education students with field-based placements in childcare centers, social service agencies, hospitals, and/or schools.

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☒ Yes ☐ No

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☒ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No



If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.

Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

Judit Szente, Ph.D., Assistant Professor of Early Childhood, is Program Coordinator for the M.S. in Early Childhood Development and Education Program. She has been teaching at UCF since 2005.

Judith Levin, Ed.D., Instructor, Early Childhood, is Program Coordinator for the B.S. in Early Childhood Development and Education Program. She has been teaching at UCF since 2006.

Anne Culp, Ph.D., Department Chair of Child, Family, and Community Sciences, she has been serving as a Full Professor in Early Childhood at UCF since 2005

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

No

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

If an addition, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.



	Year 1	Year 2	Year 3
Headcount			
SCHs			

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

--

Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☐ Yes ☐ No

If yes, number of current students:

Please specify the intended time period of inactivation or suspension:

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
EDF 7041	EDF 7041	EDF 7041	EDF 7041	EDF 7041
EDF 6442	EDF 6442	EDF 6442	EDF 6442	
EDF 7848	EDF 7848	EDF 7848		
EDF 6543	EDF 6543			
EDA 7503				

Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

Quicklinks:

College : Education **Degree :** MS

Department : Child, Family and Community Sciences **Option :** Thesis, Nonthesis

Program Websites : <http://education.ucf.edu/ece/>

PROGRAM DESCRIPTION

The Master of Science program in Early Childhood Development and Education (ECDE) is designed to meet the needs of professionals who want to work with young children. The ECDE program delivers relevant, rigorous course work and related academic experiences.

CURRICULUM

The Early Childhood Development and Education MS program requires a minimum of 36 credit hours beyond the bachelor's degree, including 6 credit hours of core courses, 18 credit hours of specialization courses, 6 credit hours of electives, and 6 credit hours of a capstone experience in the form of a thesis or nonthesis option.

Total Credit Hours Required:

36 Credit Hours Minimum beyond the Bachelor's Degree

Students should initially and periodically meet with an academic adviser to plan their program of electives in relation to their desired

career goals, develop a program of study and timeline for their course work completion, and to plan for the capstone culminating experience.

The MS does not lead to initial teacher preparation through the state-approved program route. Students interested in certification may

contact the Florida Bureau of Teacher Certification Florida Department of Education directly at www.fldoe.org/edcert/.

Required Courses—24 Credit Hours

Core—6 Credit Hours

EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours; prerequisite for EDF 6401)

EDF 6401 Statistics for Educational Data (3 credit hours)

Specialization—18 Credit Hours

EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)

EEC 6269 Play Development, Intervention, and Assessment (3 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 6606 Global Issues in Early Childhood (3 credit hours)

EEX 6222 Observation and Assessment of Young Children (3 credit hours)

Elective Courses—6 Credit Hours

EDP 6056 Advanced Educational Psychology (3 credit hours)

EEC 6216 Communicative Arts in Early Childhood Education (3 credit hours)

EEX 6017 Typical and Atypical Applied Child Development (3 credit hours) (Required if no undergraduate course in child development)

EEX 5702 Planning Curriculum for Pre-Kindergarten Children with Disabilities (3 credit hours)

EEX 5750 Communication with Parents and Agencies (3 credit hours)

MHS 6403 Techniques of Play Therapy and Expressive Arts (3 credit hours)

MHS 6421 Foundations of Play Therapy and Play Process (3 credit hours)

SOW 6726 Social Work Practice with Children from Birth to Age Five and Their Families (3 credit hours)

SPS 6125 Infant Development Assessment (3 credit hours)

Other courses of interest with consent of faculty

Graduate Catalog 2010-2011 - University of Central Florida- Early Child...

<http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1164&p...>

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Thesis Option—6 Credit Hours

EEC 6908 Thesis (6 credit hours)

Nonthesis Option—6 Credit Hours

EEC [6947 Practicum in Child, Family, and Community Sciences](#)~~6909 Research Report~~ (6 credit hours) OR 6 credit hours of approved electives with a written comprehensive examination

INDEPENDENT LEARNING

A thesis or a ~~research project or a~~ written comprehensive examination is required as the culminating experience for the program.

APPLICATION REQUIREMENTS

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#)

section of the Graduate Catalog. Applicants must [apply online](#). All requested materials must be submitted by the established deadline.

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE score taken within the last five years.

Three letters of recommendation.

Résumé.

Essay detailing career goals OR a graded undergraduate/post graduate essay assignment (within 2 years).

An interview (in person, by internet, or by phone) will be scheduled by the Early Childhood Graduate faculty and is required for admission.

GRE scores will be rated as part of a comprehensive rubric evaluation of the candidates' overall graduate level competencies.

Admission materials will be scored on a rubric to quantify decision criteria.

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 infants and young children,

pre-kindergarten or primary age children and their families.

Application Deadlines

Early Childhood Development and Education 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 [Student Finances](#), 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 the College of Graduate Studies. Fellowships are given to support a

student's graduate study and do not have a work obligation. For more information, see [Fellowships](#), which includes descriptions of

UCF fellowships and what you should do to be considered for a fellowship.

Contact **INFO**

Graduate Program

Judit Szente Ph.D.

Assistant Professor

Graduate Catalog 2010-2011 - University of Central Florida- Early Child...

<http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1164&p...>

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jszente@mail.ucf.edu

Telephone: 407-823-3656

Education 122Q

Graduate Admissions

Christopher LeGoullon

gradadmissions@mail.ucf.edu

Telephone: 407-823-2766 ext. 253

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Sharon Preston

Telephone: 407-823-6497

LaVonda Walker

Telephone: 407-823-0127

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>

[Catalog Home](#) | [About the Graduate Catalog](#) | [Events Calendar](#) | [Apply Now!](#)

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Graduate Catalog 2010-2011 - University of Central Florida- Early Child...

<http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1164&p...>

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Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

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College/Unit(s) Submitting Proposal: College of Education

Proposed Effective Term/Year: Fall, 2011

Unit(s) Housing Program: All departments; program is college-wide

Name of program, track, and/or certificate: Ed.D. in Education – the professional practice
doctorate

Description of program (this description will show up in the graduate catalog copy):

The Doctor of Education (Ed.D.) program is problem-based and designed for practitioners who aspire to positions of influence through their engagement in the development of others. The program builds that expertise from a core of courses in learning, development and motivation; data and accountability, leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisors who will support their specialization area. All students in the program will be expected to complete an internship. This program is intended for educators who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, or military or business settings.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

UNCHANGED; Fall admission

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

N/A

Program Director(s) and contact information: (name, email, phone, campus address, program website address) Dr. Jackie Flanigan, jflaniga@mail.ucf.edu; Education Complex Room 122N; 407-823-4212; <http://education.ucf.edu/newedd/>



Please check one: This action affects a: ☒ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

Inactivation: Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



Signature Page

RECOMMENDATIONS

☐ Yes ☐ No Department Chair: Date:

☐ Yes ☐ No College Curriculum Committee Chair: Date:

☐ Yes ☐ No College Dean or Unit Head: Date:

☐ Yes ☐ No Chair or GSC: Date:

☐ Yes ☐ No Dean, College of Graduate Studies: Date:

APPROVAL

Provost and Vice President for Academic Affairs: Date:

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;
University Analysis and Planning Support; College of Graduate Studies



Part A – For additions or revisions of programs, tracks or certificates

Brief Statement of Program Change and rationale: (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

Continuing program evaluation revealed that although the 2008 program revision was more structured than the previous Ed.D. program, students continued to struggle to gain access to needed courses. Advising has remained problematic and student feedback has indicated that the program still does not fully address the needs of those who seek to be scholar-practitioners and leaders in education. Ongoing participation with the Carnegie Project on the Education Doctorate (CPED) provided impetus to continue to refine the Ed.D. in Education; specifically, a continuing focus on the validity of the traditional research and dissertation model as a capstone for the practitioner-based Ed.D. As a result of this continued program evaluation, additional student and alumni feedback about the current program and consideration of more recent trends regarding the needs of the scholar practitioner in education, the College of Education recognized further program changes were necessary. Because the Ed.D. in Education is a college-wide program, several CED faculty representatives were convened to refine and/or redesign the 2008 program. During this "design retreat," it became evident that a complete redesign was necessary. Goals for a redesign were determined, and expectations for a new program established. Goals for the redesign were, in part, an extension of the goals for the 2008 revision, with further focus on current trends and student and alumni feedback.

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☒ Yes ☐ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Students from the Fall, 2010 cohort will move into the new program; the 2008 and 2009 cohort will continue under existing program; however, students from the 2009 cohort will have the option of moving into the new program.

Will students have the option to stay in their existing program, track, or certificate? ☒ Yes ☐ No

Name Change

Are you changing the name of an existing program, track, or certificate? ☐ Yes ☒ No

If yes, provide the new name of the program, track, or certificate:

Provide the name of the current program, track, or certificate:

When is the name change effective? Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Will students have the option to stay in their existing program, track, or certificate? ☒ Yes ☐ No

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:



old CIP:

new CIP:

If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.

Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

Core course faculty:

Stephen Sivo
Michele Gill
David Boote
Carolyn Hopp
Stacy Van Horn
Rosemarye Taylor
Glenn Lambie
Mary Little

Faculty credentials already on record. No new faculty will be required for this program.

Impact of changes on students: Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

Students in the Ed.D. program who were admitted prior to Fall 2008 are already in candidacy; therefore, they will not be effected by this revision. Most of the students in the 2008 cohort will be in candidacy before the new program's inception. The students in the Fall 2010 cohort will transition into the new program. Because of the structured nature of the new program, this transition will not result in longer time to degree or loss of credit. Credits earned thus far will either result in course waiver or relocation to specialization area. This leaves only the Fall 2009 cohort. They will be allowed to complete their current program or move into the new program depending on their progress thus far.

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

N/A

If an addition, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.



This program is intended for educators who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, or military or business settings.

	Year 1 - 2011	Year 2 - 2012	Year 3 - 2013
Headcount	13 (2010) + 12 (2011) = 25	45	65
SCHs	Current + 450	720	1080

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Graduates are expected to be practitioner – leaders in their chosen field; i.e., District leadership (not administration) such as department head, lead teacher, human resource director, training director, etc.

Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)*	No. tuition remissions*	Source of funds
Year 1	1	CED	0/1	0/1	CED
Year 2	1	CED	0/1	0/1	CED
Year 3	1	CED	0/1	0/1	CED

*New program; dedicated funds are not currently guaranteed.

Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



Part B – For inactivations or suspensions of programs, tracks, or certificates

Are students currently enrolled in the program? ☒ Yes ☐ No

If yes, number of current students: 38; 14 in the Fall 2008 cohort, 11 in the Fall 2009 cohort and 13 in the Fall 2010 cohort.

Please specify the intended time period of inactivation or suspension: N/A

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Students in the Ed.D. program who were admitted prior to Fall 2008 are already in candidacy; therefore, they will not be effected by this revision. Most of the students in the 2008 cohort will be in candidacy before the new program’s inception. The students in the Fall 2010 cohort will transition into the new program. The remaining students who will need course work, the Fall 2009 cohort, will be able to complete the program as the courses will still be available. The current program shares course codes/numbers with other graduate programs thus making a “teach out” plan unnecessary.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012

Checklist of items to be provided:

☒ Attach all appropriate course action requests that will be necessary to implement the changes. (required)



☒ Emails showing consultation with other units. (if applicable)

TO: Patricia Bishop,
Dean – College of Graduate Studies

FROM: College of Education
Contact:
Dr. Mike Robinson, erobinso@mail.ucf.edu
Dr. Jackie Flanigan, 3-4212, jflaniga@mail.ucf.edu

RE: Proposed Curriculum Change – Ed.D. in Education

DATE: January 25, 2011

This memorandum summarizes the proposed changes to the Ed.D. in Education.

1. Change to prerequisites: No specific prerequisite course requirements; however, graduates must have an M.A., M.Ed., M.S. or related degree.
2. Changes in core curriculum:
 - Add nine new courses, focusing on the needs of the practice within the context of leadership in learning organizations, research, data and accountability.
 - Research curriculum remains integrated into the core curriculum

Current Core	Proposed New Courses*
EDF 6467 Mixed Methods for Evaluation in Educational Settings	Facilitating Learning, Development and Motivation**
EDG 6285 Evaluation of School Programs	Data, Assessment & Accountability**
EDF 7916 Analysis & Synthesis of Educational Literature	EDA 7101 Organizational Theory
IDS 7502 Case Studies in Research Design	Identifying Complex Problems of Practice**
IDS 7500 Seminar in Educational research	Leadership in a Learning Organization**
IDS 7501 Issues & Research in Education	Analysis of Complex Problems of Practice**
IDS 7938 (taken twice) Research Cluster Seminar	Evaluation of Complex Problems of Practice**
IDS 7938 (taken twice) Research Cluster Seminar	Laboratory of Practice (internship-taken twice; part of the Specialization) **
	Proposing and Implementing Data Driven Decisions**
	Capstone (repeatable for credit; 12 CH min)**
TOTAL: 24 credit hours	TOTAL: 24 credit hours - CORE w/ 2 courses added to specialization

**All new courses should be IDS 7XXX level*

***Indicates a new course*

3. Changes in specialization curriculum:

- Minimum of 12 credit hours of specialization courses taken during the summers of year one and year two, consecutively.
- Six additional credit hours of “Laboratory of Practice” (internship) are integrated into the specialization. These are new course and are indicated on the previous table.

4. Changes in candidacy exams:

- NO formal competency exams for admission to candidacy
- Competency/”readiness” to be determined by “milestones,” student work produced at specific times within the program as integrated into the coursework.

Rationale for proposed revision

In February, 2008, changes were proposed to the Ed.D. in Education to reflect a more practice-oriented differentiation between the Ed.D. and the Ph.D. The current program, inclusive of those changes, was designed to balance sophisticated research skills with the acquisition of the broad knowledge and skills required to lead, evaluate, redesign and sustain systemic improvement in education. In addition, program evaluation conducted in 2007, revealed systemic problems resulting in longer-than-average time to degree, a lack of effective advising and students moving into candidacy somewhat ill-prepared to complete a dissertation. Furthermore, in 2007, UCF was invited to participate in the Carnegie Project on the Education Doctorate (CPED), a consortium of 24 universities and colleges of education organized to redefine and refine the education doctorate. Thus, the revisions proposed in 2008 were reflective of then-current trends and emergent practices suggested by CPED participants. UCF’s program was redesigned to address both the concerns revealed in the program evaluations as well as the trends and practices identified at CPED.

Continuing program evaluation revealed that the above concerns have persisted. Although the 2008 program was more structured than the previous Ed.D. program, students continued to struggle to gain access to needed courses. Advising has remained problematic and student feedback has indicated that the program still does not fully address the needs of those who seek to be scholar-practitioners as well as change agents and leaders in education. Ongoing participation with CPED provided impetus to continue to refine the Ed.D. in Education; specifically, a continuing focus on the validity of the traditional research and dissertation model as a capstone for the practitioner-based Ed.D.

As a result of this continued program evaluation, additional student and alumni feedback about the current program and consideration of more recent trends regarding the needs of the scholar practitioner in education, the College of Education recognized further program changes were necessary. Because the Ed.D. in Education is a college-wide program, several CED faculty representatives were convened to refine and/or redesign the 2008 program. During this “design retreat,” it became evident that a complete *redesign* was necessary. Goals for a redesign were determined, and expectations for a new program established. Goals for the redesign were, in part, an extension of the goals for the 2008 revision, with further focus on current trends and student and alumni feedback.

Goals of the redesign would:

- Focus on skills and knowledge required of all leaders in education or leaders in other learning organizations or educational settings, including:
 - Understanding of organizational theory as applied to learning organizations
 - Understanding of applied leadership in an educational setting
 - Facilitating learning and motivation, including adults
 - Analyzing and applying data and research in order to identify and frame complex problems of practice
 - Applying data-driven decisions within the context of practice

- Focus on program structure and organization in order to achieve:
 - A more cohesive cohort structure
 - Shortened time to degree
 - Reduce program attrition
 - Increase accessibility to needed courses

The projected result is a program better focused on the needs of contemporary practice. The strategies for accomplishing both curricular and structural goals of the program are provided below:

Core (8 courses/24 credit hours)

- Designed to address what all graduates of a professional practice oriented doctoral program should know and be able to do
- Includes a 9 ch research continuum designed to identify, analyze and evaluate complex problems of practice
- Includes a focus on the interpretation, evaluation, use and application of data

Specialization (6 courses/18 credit hours)

- Specialization consists of 12 ch specialization course work + 6 ch “lab of practice” (clinical)
- Program flexibility allows for both existing and possible new specializations such as urban instructional leadership, data & accountability, teacher leadership
- Specialization courses are strategically placed in the program sequence in order to maintain cohort cohesion
- Observable demonstration of competency; i.e. Milestones
- Partnership with school, business, district, etc. to provide student with practical experience

Capstone (1 course; repeatable/12 credit hours minimum)

- Option for Individual or Team Project as more reflective of the needs of the practice
- Project problem may come from students’ contracted educational organizations
- Capstone courses are designed to facilitate completion of the Capstone project
- Project involves a team of professionals (UCF, school, doctoral student)
- Must be current, problem-centered & practically oriented that applies theories & knowledge
- Final product should have multiple utilities: school, district, state; Executive summary presentations, policy summaries, etc.

Course Schedule/Time to degree*

Courses are color-coded to determine **Core, **Specialization** and **Capstone***

◆ Semester 1

Facilitating Learning, Development, & Motivation – 3 ch
Data, Assessment & Accountability – 3 ch

◆ Semester 2

Organizational Theory in Education – 3 ch (EDA 7101)
Identifying Complex Problems of Practice (Research 1) – 3 ch
MILESTONE 1 Identify possible problems for study (Research 1)

The first two semesters are designed to teach emphasize learning, motivation within a variety of organizational contexts. Included is an in-depth understanding of the role of data in learning organizations and the use of data to identify complex problems of practice. At the completion of the first two semesters, students will be expected to demonstrate competency by using data and research to identify complex problems of practice and to

support the imperative for addressing these problems. Rigorous evaluation of competency will determine student readiness to continue in the program. This practical demonstration of competency replaces the core exam.

- ♦ Semester 3
Leadership in Learning Organizations – 3 ch
- ♦ Laboratory of Practice (internship) – 3 ch

- ♦ Semester 4
Specialization – 3 ch
Analysis of Complex Problems (Research 2) – 3 ch

- ♦ Semester 5
Specialization – 3 ch
Evaluation of Complex Problems (Research 3) – 3 ch
MILESTONE 2/POSTER SHOWCASE Commit to Problem: Poster Session

By the completion of semesters three through five, students will have taken specialization courses that will help them to narrow the focus toward relevant problems within their professional practice. In addition, they will have been taught tenets of leadership and will have completed the first leadership “internship,” which will provide the student an opportunity to “apprentice” to a “mentor” in the field. Finally, students will complete the second and third research courses designed to analyze and evaluate a specific problem of practice. Students are expected to demonstrate competency through the second Milestone, a poster-exhibit detailing the identified problem for study. This practical demonstration of competency replaces the specialization exam.

- ♦ Semester 6
Specialization – 3 ch
Laboratory of Practice (internship) – 3 ch

- ♦ Semester 7
Specialization – 3 ch
Proposing & Implementing Data-driven Decisions– 3ch
MILESTONE 3 Proposal Writing & Defense

After seven semesters, the students will have completed all specialization course work and their field internships. Successful proposal defense, the third Milestone, indicates the student is ready for candidacy and the completion of the Capstone experience. The remaining capstone courses are designed to foster the successful completion of the project by maintaining regular face-to-face meetings with students, delivered as a course rather than individualized dissertation hours.

- ♦ Semester 8
6 ch Capstone

- ♦ Semester 9
6 ch Capstone

GRADUATION after nine semesters

Specializations

Overall, there are no changes regarding the concept of specialization, nor are there changes to the courses themselves. However, the proposed program seeks to “bundle” the courses in the specialization area differently. As indicated in the 2008 revision rationale, specializations were often static collections of courses with little or no synthesis. The Ed.D. in Education has been re-designed to address such fragmentation by connecting specialization course work to field experiences accomplished via internships in the practice. Additionally, the specialization areas can be offered in more dynamic and timely fields; i.e. urban education, technology learning, data and accountability. This will be accomplished with a minimum of three faculty commit to design, implement and support a specialization area; however, no specialization will be offered to a student unless this process has been established. Currently, we have faculty commitment for the following specialization areas: Curriculum & Instruction, Counseling Education, Instructional Technology and Community College/Adult Learning. Communication soliciting this participation began in December, 2010; response is ongoing.

Transition

Currently, the CED has students in dissertation from the original Ed.D. program (prior to the 2008 revision). Students in that program have completed all course work. Those students should be able to complete their dissertations without interference from the introduction of a new program. Beginning in Fall, 2008, students were accepted into the current Ed.D. program. The 2008 cohort, 14 students, is either in dissertation, will be, or nearing that phase by Fall, 2011. Thus, those students will not be effected by this revision. The 2009 cohort, 11 students, is halfway through the program and would be best served by continuing through to completion. This requires no major modifications as needed courses are shared with Ph.D. programs in the college and will still be available. The Fall 2010 cohort, 13 students, has reviewed the proposed program and is willing to transition into that program provided there is no loss of credits earned thus far. Doing so will enable these students to take advantage of the more structured nature of the new program and complete their degree within the time frame to which they originally committed. Overall, any Ed.D. student who wishes to transfer to the new program would have the opportunity to do so based upon an individual review of his or her current transcript. Likewise, students wishing to continue in the current program should be able to do so.

Summary

The program structure of the Ed.D. in Education, will achieve the aforementioned redesign goals. Criticisms of the current program expressed such concerns as an overly-emphasized focus on k-12 education, disconnect in the cohort structure and diminished student support as the student progressed into candidacy. The redesign addresses these concerns through a more structured course schedule. In the semesters during which students take specialization courses, the remaining three credit course will be taken with the cohort. The Capstone courses are designed to be regular courses rather than independent dissertation hours. In these courses, students will receive instructor and peer support throughout the development of their capstone project. Finally, all the courses were selected or designed to address the needs of the practitioner in a learning organization, but are not specific to a k-12 environment. Other program concerns, including a loosely-defined time-to-degree have been addressed by a nine semester structure to completion. Likewise, the issue of accessibility to specialization courses conflicting with the core has been addressed by positioning specialization courses in the summer.

REVISED CATALOG COPY

College : [Education](#)

Degree : EdD

Department : [Educational Studies](#)

Option : field-based Capstone project

Program Websites : <http://education.ucf.edu/newedd>

PROGRAM DESCRIPTION

The Education EdD program is intended for current educators and practitioners who wish to gain advances skills in education, curriculum, instruction, learning theory and research. The program prepares students in teaching in a college, university or community college, or leading curriculum/instructional improvement in schools, higher education institutions, military or corporate settings.

CURRICULUM

The Doctor of Education (Ed.D.) program is a professional practice doctorate. It is problem-based and designed for practitioners who aspire to positions of influence through their engagement in the development of others. The program builds that expertise from a core of courses in learning, development and motivation; data and accountability, leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisors who will support their specialization area. All students in the program will be expected to complete an internship. This program is intended for educators who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, social service agencies, military or business settings.

The Ed.D. in Education consists of three distinct program areas, all with emphasis on the professional practice.

CORE: 8 courses/24 credit hours

- What all graduates of a professional practice doctoral program should know and be able to do
- Includes a 9 credit hour research continuum designed to identify, analyze and evaluate complex problems of practice

CONCENTRATION: 6 courses/18 credit hours

- Comprised of 4 courses (12 credit hours) of specialization and 2 “labs of practice” (6 credit hours). The Laboratory of Practice is a field-based intern experience.
- Specialization courses are designed to enhance the student’s professional practice by extending the knowledge base earned through the Master’s degree and work experience.

CAPSTONE: 2 courses/12 credit hours

- The Capstone project is authentic, problem-centered and co-constructed with client based on current issues in contemporary educational practice
- Option for Team or Individual Project
- Includes a portfolio compilation of all program Milestones and the Capstone project

Total Credit Hours Required:

54 Credit Hours Minimum beyond the Master's Degree

Core—24 Credit Hours

- IDS 7### Facilitating, Learning, Development and Motivation (3 credit hours)
- IDS 7### Data, Assessment and Accountability (3 credit hours)
- EDA 7101 Organizational Theory in Education (3 credit hours)
- IDS 7### Identifying Complex Problems of Practice (3 credit hours)
- IDS 7### Leadership in a Learning Organization (3 credit hours)
- IDS 7### Analysis of Complex Problems of Practice (3 credit hours)
- IDS 7### Evaluation of Complex Problems of Practice (3 credit hours)
- IDS 7### Proposing and Implementing Data-Driven Decisions (3 credit hours)

Comment [jmf1]: All courses except EDA 7101 are new courses and have not yet been assigned a prefix and number.

Specialization – 18 Credit hours

- Students must select from one of the following specialization course areas: Curriculum & Instruction, School Counseling; Community College/Higher Education; Instructional Design & Technology.
- Specialization areas are subject to the discretion of the College based on course and faculty availability. Applicants are advised to contact the Program Coordinator regarding specializations.
- Students must complete two 3 credit hour “Laboratory of Practice” (internship) experiences. This is not a “work for credit” experience; rather, it places the student in a professional setting for the purpose of gaining practical leadership experience.
- Laboratory of Practice (internship): IDS 7XXXX (3 credit hours; repeated for a total of 6 credit hours minimum.) Students may also enroll in an internship designated by the specialization area as an alternative to the Laboratory of Practice.

Examples of specialization areas are provided below; however, these are only examples and do not represent specific requirements.

Example I: Curriculum and Instruction

The Curriculum and Instruction option provides students with a broad understanding of the factors affecting education and approaches to addressing systemic problems. For example, a student interested in curriculum design and development and contemporary instructional practice may select the following specialization to include:

- EDG 7692 Issues in Curriculum (3 credit hours)
- EDG 7221 Advanced Curriculum Theory (3 credit hours)
- EDF 7232 Analysis of Learning Theories in Instruction (3 credit hours)
- EDG 7325 Models of Teaching and Instructional Theory (3 credit hours)

Example II: Instructional Design & Technology

- EME6055 – Current Trends in Instructional Technology (3 credit hours)
- EME6507 – Multimedia for Education & Training (3 credit hours)
- EME6417 – Online and Virtual Learning (3 credit hours)

- EME6458 – Virtual Teaching (3 credit hours)

Program Milestones

- Milestones are observable demonstrations of competency administered in place of comprehensive exams
- Milestones are designed to monitor student progress and clear the student for continuation to the next program level.
 - ✓ MILESTONE 1: Identify possible problem for study/Case Study and Portfolio
 - ✓ MILESTONE 2: Poster Showcase/Session Commit to Problem
 - ✓ MILESTONE 3: Capstone Project Proposal & Defense

Candidacy

To enter candidacy for the EdD, students must have an overall 3.0 GPA on all graduate work in the program and successfully complete the three Milestones.

Capstone 12 Credit Hours (minimum)

- IDS 7XXXX (12 credit hours minimum; repeatable for credit)

The Capstone Project is the culmination of coursework and field experience as it relates to complex problems of education practice. The Capstone is the final demonstration of competency in the Ed.D. in Education program. It is a rigorous academic project and is expected to demonstrate the skills and knowledge the student has acquired throughout the program as applied in an authentic professional environment. The Capstone is completed in partnership with the student, University faculty, and the student's mentor/client. It may be a group or team project. The Capstone Project is presented in a thorough and comprehensive written report. It must be appropriately formatted according to APA citation guidelines. The student must present findings to both University faculty and the student's client. The Capstone will be evaluated on the thoroughness, applicability and appropriateness of the work. The Capstone project also includes an oral defense and presentation of the student's program portfolio.

ADMISSION

Students entering the Ed.D. in Education program must have earned a Master's degree from an accredited institution in an education or related field. In addition to the established graduate admission requirements (<http://www.admissions.graduate.ucf.edu/>) students entering the Ed.D. in Education will be expected to produce a "Memorandum of Understanding between the student and his/her employer. (add web link to form?). The MOU indicates support for the student in the development and completion of the required "Laboratories of Practice," the internship/field experiences required in the program. Students will also face a College of Education committee interview as part of the admission process to the Ed.D. in Education. Admission requirements for the Ed.D. in Education include:

- MA, MEd, or related field (with a tie to education)
- Competitive GRE/GMAT score
- Personal Statement: identifying possible problems with client
- Interview with core faculty
- Letter of Commitment/MOU from Educational or Training Organization

- Applicants must be currently employed or have been employed in an educational setting or learning organization

Application Deadlines

Education EdD	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Jan 15	-	-

FINANCIALS

- Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Student Finances](#), 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 the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [Fellowships](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

University of Central Florida, Mechanical and Aerospace Engineering Department
EML 5605: Applied HVAC Engineering

Inst: Dr. Muthusamy V. Swami
email:swami@fsec.ucf.edu

Ph. Bus: (321) 638-1410

Welcome!!! This course will focus on HVAC systems, components and design. Through a combination of lectures, design and analysis, the course will give you a strong foundation in a variety of HVAC Systems. The relatively small class size will make the course highly interactive, allowing flexibility to pay specific attention to your needs.

Homework will be assigned. They will be due the class following the one in which it is assigned (no exceptions). Homework will be the key to comprehending concepts and methods.

I will administer at least three **Pop Quizzes**, and count the best two towards your grade.

Component Design Projects: On completion of specific topics, I will assign components projects (*Air distribution systems, component analysis, etc.*) designed to help you get a better grasp of the details of the specific topic. These mini-projects are most likely to require some programming on your part. Proper written reports are required.

Design Project: You will be required to do a comprehensive HVAC design and analysis project. A full written report is required. Details will be forthcoming in due course. **A second project will be required involving research/design into innovative systems such as Variable refrigerant flow systems (VRF), Multi- and variable speed systems for energy efficient design**

Site visit/Guest Lectures: Guest lectures from specialists in the HVAC field are planned. If feasible, one industry/site visit is also planned. These will be confirmed in due course. At least four-page written reports of the guest lecture topics, industry and site visit will be required.

Midterm Exam: A Midterm exam will include topics covered up to that point. You will be allowed to use your text book as well as up to three pages of notes you may wish to prepare. The notes may not contain any solved problems.

Final Exam: A comprehensive final exam will be held as scheduled by UCF.

Grading: HW: 10%; Quiz: 10%; Midterm: 15%; Component projects: 20%; Design project 20%; Final Exam 25%

Text Book: Principles of Heating Ventilating and Air Conditioning. Year 2005 (ISBN 1-931862-92-3), Ronald H. Howell, Harry J. Sauer, Jr. William J. Coad, American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc, 1791 Tullie Circle NE, Atlanta GA 30329

Reference: ASHRAE Handbook. HVAC Systems and Equipment, American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc. Latest edition.

Prerequisites: EGN 3343

Co-Requisites: EML 4142

University of Central Florida, Mechanical and Aerospace Engineering Department
EML 5605: Applied HVAC Engineering

Inst: Dr. Muthusamy V. Swami
[email:swami@fsec.ucf.edu](mailto:swami@fsec.ucf.edu)

Ph. Bus: (321) 638-1410

TOPIC COVERAGE (Not necessarily in the order listed)

Introduction Overview, end game, Review of fundamentals, course summary, ASHRAE activities, membership, Conceptualizing HVAC system, Major Processes, HVAC purpose, Applications – not just buildings. General Considerations, major systems and differences. Rules of Thumb.

Primary System Components Primary and Secondary Systems, Heating & Refrigeration Equipment, Cooling Towers etc.

Secondary Systems Components Secondary system components, Air and water handling, duct and piping systems, Fans and pumps. Systems and fan relationships, balance points.

Central Systems Review HVAC types, Basic central system, component selection, heat exchangers, cooling coils.

All-Air Systems General Description, Advantages and disadvantages, Single zone, single path, constant and variable airflow, Reheat. Single and Dual path configurations.

Air-and-Water and All-Water Systems Characteristics of Air-Water and All-Water Systems. Concept of hot and cold water supply for heating and cooling. Airside and water side circuits. Induction units, fan coil systems and unit ventilators. Advantages and disadvantages.

Unitary systems and Heat pumps. Thermodynamic cycle review. Working principles and applications of heat pumps. Operation, application and advantages and disadvantages of unitary systems including air conditioners.

Energy Conservation. Energy Efficiency, ASHRAE Std 90.1 as applied to systems. Designing equipment for energy saving, improving system efficiency, optimization strategies. Energy/Heat recovery devices.

Thermal Storage: Thermal storage basics. Strategies for thermal storage, Techniques, Types of thermal storage.

System Control & Management: Control Fundamentals, Types of control action, relationship between control system components.

System Design Progression Complete HVAC design, loads, zoning, multiple system selection, pros and cons of each. This topic will span the entire course.

Innovative Systems for Energy Efficient Design: Variable refrigerant flow systems (VRF). Multi- and variable speed systems for energy efficient design. Mini- and multi-split systems.

University of Central Florida, Mechanical and Aerospace Engineering Department
EML 4602: Applied HVAC Engineering

Inst: Dr. Muthusamy V. Swami
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Welcome!!! This course will focus on HVAC systems, components and design. Through a combination of lectures, design and analysis, the course will give you a strong foundation in a variety of HVAC Systems. The relatively small class size will make the course highly interactive, allowing flexibility to pay specific attention to your needs.

Homework will be assigned. They will be due the class following the one in which it is assigned (no exceptions). Homework will be the key to comprehending concepts and methods.

I will administer at least three **Pop Quizzes**, and count the best two towards your grade.

Component Design Projects: On completion of specific topics, I will assign components projects (*Air distribution systems, component analysis, etc.*) designed to help you get a better grasp of the details of the specific topic. These mini-projects are most likely to require some programming on your part. Proper written reports are required.

Design Project: You will be required to do a comprehensive design and analysis project. A full written report is required. Details will be forthcoming in due course.

Site visit/Guest Lectures: Guest lectures from specialists in the HVAC field are planned. If feasible, one industry/site visit is also planned. These will be confirmed in due course. At least four-page written reports of the guest lecture topics, industry and site visit will be required.

Midterm Exam: A Midterm exam will include topics covered up to that point. You will be allowed to use your text book as well as up to three pages of notes you may wish to prepare. The notes may not contain any solved problems.

Final Exam: A comprehensive final exam will be held as scheduled by UCF.

Grading: HW: 10%; Quiz: 10%; Midterm: 15%; Component projects: 20%; Design project 20%; Final Exam 25%

Text Book: Principles of Heating Ventilating and Air Conditioning. Year 2005 (ISBN 1-931862-92-3), Ronald H. Howell, Harry J. Sauer, Jr. William J. Coad, American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc, 1791 Tullie Circle NE, Atlanta GA 30329

Reference: ASHRAE Handbook. HVAC Systems and Equipment, American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc. Latest edition.

Prerequisites: EGN 3343

Co-Requisites: EML 4142

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EML 4602: Applied HVAC Engineering

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Energy Conservation. Energy Efficiency, ASHRAE Std 90.1 as applied to systems. Designing equipment for energy saving, improving system efficiency, optimization strategies. Energy/Heat recovery devices.

Thermal Storage: Thermal storage basics. Strategies for thermal storage, Techniques, Types of thermal storage.

System Control & Management: Control Fundamentals, Types of control action, relationship between control system components.

System Design Progression Complete HVAC design, loads, zoning, multiple system selection, pros and cons of each. This topic will span the entire course.

**University of Central Florida, Mechanical and Aerospace Engineering Department
EML 5606: HVAC Systems Engineering**

Inst: Dr. Muthusamy V. Swami
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Welcome!!! This course will introduce you to the principles of Heating, Ventilating, Air Conditioning and Refrigeration and systems design. It is designed, through a combination of lectures, design and analysis projects, to give you a strong foundation in energy and mass flows occurring in buildings and systems. The relatively small class size will make the course highly interactive, allowing me the flexibility to pay specific attention to your needs.

Homework will be assigned. They will be due the class following the one in which it is assigned (no exceptions). Homework will be the key to comprehending concepts and methods.

I will administer at least three **Pop Quizzes**, and count the best two towards your grade.

Component Design Projects. On completion of specific topics, I will assign components projects (*psychrometrics, heat transfer - conduction, convection, radiation, solar radiation, air flows, just to name a few*) designed to help you get a better grasp of the details of the specific topic. These mini-projects are most likely to require programming on your part. Proper written reports are expected.

Design Project. You will be required to do a comprehensive design and analysis project, that will use a commercially available building analysis software. A full written report is expected. Details will be forthcoming in due course. **In addition, a research/design project on codes, standards and energy efficient design will be required.**

Site visit: A site visit to a HVAC facility is planned. The site and time will be confirmed in due course. At least a four-page written report of the site visit is expected.

Midterm Exam. Midterm exam will include topics covered up to that point. You will be allowed to use your text book as well as up to three pages of notes you may wish to prepare. The notes may not contain any solved problems.

Final Exam: A comprehensive final exam will be held as scheduled by UCF.

Grading: HW: 10%; Quiz: 10%; Midterm: 15%; Mini-projects: 20%; Design project 20%;
Final Exam 25%

Prerequisites: EGN 3343

Co-Requisites: None

University of Central Florida, Mechanical and Aerospace Engineering Department
EML 5606: HVAC Systems Engineering

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TOPIC COVERAGE

Background

Course summary, ASHRAE activities, membership, Building energy use,
Conceptualizing HVAC system, software introduction

Essentials

Laws of Thermodynamics, properties, psychrometrics, refrigeration and heat pump
cycles, HVAC processes, Psychrometric representations

Design Conditions

Physiological principles, indices, Thermal comfort, factors affecting comfort

Building Load essentials

Terminology, energy and mass balance, load components – envelope, fenestration, solar
radiation, infiltration, sources, sinks. Moisture and IAQ issues

Cooling/Heating Load calculation

Methods of estimation, advantages & disadvantages, Residential and non residential
cooling and heating load calculations.

Energy Estimation.

Modeling methods - Available software, future trends in building energy and IAQ
analysis. Software features, capabilities, limitation, demonstration of use, examples.

Distribution systems

Distribution system fundamentals. Types, components, functions and sizing - fans, ducts,
pumps, fittings; Impacts on energy use; Modeling considerations.

Codes Standards and Energy Efficient Design

*State and National Energy Codes and Standards. Implications. Energy-Efficient
Design Beyond code. Green buildings. LEED Certifications*

Text: Principles of Heating Ventilating and Air Conditioning. 6th Edition Year 2010 (ISBN:
9781933742694), Ronald H. Howell, William J. Coad, Harry J. Sauer, American Society
of Heating Refrigerating and Air-Conditioning Engineers, Inc, 1791 Tullie Circle NE,
Atlanta GA.

Reference: ASHRAE Handbook of Fundamentals, American Society of Heating
Refrigerating and Air-Conditioning Engineers, Inc. latest edition.

**University of Central Florida, Mechanical and Aerospace Engineering Department
EML 4600: HVAC Systems Engineering**

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I will administer at least three **Pop Quizzes**, and count the best two towards your grade.

Component Design Projects. On completion of specific topics, I will assign components projects (*psychrometrics, heat transfer - conduction, convection, radiation, solar radiation, air flows, just to name a few*) designed to help you get a better grasp of the details of the specific topic. These mini-projects are most likely to require programming on your part. Proper written reports are expected.

Design Project. You will be required to do a comprehensive design and analysis project, that will use a commercially available building analysis software. A full written report is expected. Details will be forthcoming in due course.

Site visit: A site visit to a HVAC facility is planned. The site and time will be confirmed in due course. At least a four-page written report of the site visit is expected.

Midterm Exam. Midterm exam will include topics covered up to that point. You will be allowed to use your text book as well as up to three pages of notes you may wish to prepare. The notes may not contain any solved problems.

Final Exam: A comprehensive final exam will be held as scheduled by UCF.

Grading: HW: 10%; Quiz: 10%; Midterm: 15%; Mini-projects: 20%; Design project 20%;
Final Exam 25%

Prerequisite: EGN 3343

Co-Requisite: None

**University of Central Florida, Mechanical and Aerospace Engineering Department
EML 4600: HVAC Systems Engineering**

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TOPIC COVERAGE

Background

Course summary, ASHRAE activities, membership, Building energy use, Conceptualizing HVAC system, software introduction

Essentials

Laws of Thermodynamics, properties, psychrometrics, refrigeration and heat pump cycles, HVAC processes, Psychrometric representations

Design Conditions

Physiological principles, indices, Thermal comfort, factors affecting comfort

Building Load essentials

Terminology, energy and mass balance, load components – envelope, fenestration, solar radiation, infiltration, sources, sinks. Moisture and IAQ issues

Cooling/Heating Load calculation

Methods of estimation, advantages & disadvantages, Residential and non residential cooling and heating load calculations.

Energy Estimation.

Modeling methods - Available software, future trends in building energy and IAQ analysis. Software features, capabilities, limitation, demonstration of use, examples.

Distribution systems

Distribution system fundamentals. Types, components, functions and sizing - fans, ducts, pumps, fittings; Impacts on energy use; Modeling considerations.

Text: Principles of Heating Ventilating and Air Conditioning. 6th Edition Year 2010 (ISBN: 9781933742694), Ronald H. Howell, William J. Coad, Harry J. Sauer, Jr. American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc, 1791 Tullie Circle NE, Atlanta GA 30329

Reference: ASHRAE Handbook of Fundamentals, American Society of Heating Refrigerating and Air-Conditioning Engineers, Inc. latest edition.

Graduate Council Curriculum Committee **Course Agenda for 02-02-2011**

College of Arts & Humanities Special Topics

TSL 5937 Sect 01 CAH-Modern Languages 3(3,0)

ST: Second Language Vocabulary Learning: PR: Graduate Standing or C.I. Considers lexical issues encountered by second language learners; explores best practices for learners and their teachers and examines current research for pedagogical application. *Occasional*.

30 character abbreviation: **ST: Second Lang Vocab Learning**

AGENDA NOTES: Course Addition also being proposed.

Engineering & Computer Science Special Topics

CWR 5937 Sect 01 ECS-Civil, Envir & Const Eng 3(3,0)

ST: Water Resources in a Changing Environment: PR: CWR 4632C (Water Resources Engineering I). To model and understand potential impact of climate change and human activities on hydriodic systems and various spatial and temporal scales. *Occasional*.

30 character abbreviation: **ST: Water Res in Changing Envt**

ERRORS: Prerequisite errors:

CWR 4632C does not exist.

CWR 4632 does not exist.

AGENDA NOTES: Course Addition also being proposed.

Health & Public Affairs Special Topics

Tabled. Conflict with Statistics. The two departments will meet.

HSA 5937 Sect 01 HPA-Health Professions 3(3,0)

ST: Foundations of Data Analysis in Health Care: PR: Graduate standing or C.I. An introductory applied biostatistics course presenting the concepts, principles and methods of statistics in a clear and understandable manner. *Occasional*.

30 character abbreviation: **ST: Found of Data Analysis in H**

AGENDA NOTES: Course Addition also being proposed.

College of Arts & Humanities Course Action Additions

TSL 5XXX CAH-Modern Languages 3(3,0)

Second Language Vocabulary Learning: PR: Graduate Standing or C.I. Considers lexical issues encountered by second language learners; explores best practices for learners and their teachers and examines current research for pedagogical application. *Occasional*.

30 character abbreviation: **Second Lang Vocab Learning**

AGENDA NOTES: Special Topic also being proposed.

Engineering & Computer Science Course Action Additions

CWR 5XXX **ECS-Civil, Envir & Const Eng** **3(3,0)**

Water Resources in a Changing Environment: PR: CWR 4632C (Water Resources Engineering I). To model and understand potential impact of climate change and human activities on hydriodic systems and various spatial and temporal scales. *Odd Fall*.

30 character abbreviation: **Water Res in Changing Envt**

ERRORS: Prerequisite errors:

CWR 4632C does not exist.

CWR 4632 does not exist.

AGENDA NOTES: Special Topic also being proposed.

College of Education Course Action Additions

IDS 7XXX **ED-College-ED 3(3,0)**

Analysis of Data for Complex Problems of Practice: PR: Admssion to the EdD program. Qualitative and quantitative methods appropriate for the analysis of data are introduced and used for solving complex problems of practice. *Occasional*.

30 character abbreviation: **Anal Data Cmplx Prob of Prac**

IDS 7XXX **ED-College-ED 3(3,0)**

Capstone: PR: Admission to the EdD in Education/completion of EdD coursework. This course prepares the student for the completion of the Capstone experience through the development and defense of the Capstone proposal. May be repeated for credit. *Fall, Spring*.

30 character abbreviation: **Capstone**

IDS 7XXX **ED-College-ED 3(3,0)**

Data, Assessment, & Accountability: PR: Admission to the EdD program. This courses differentiates data from research, emphasizes working with data sets, and guides data use to make ethical decisions and to understand and measure outcomes. *Fall*.

30 character abbreviation: **Data Assess & Accountability**

IDS 7XXX **ED-College-ED 3(3,0)**

Evaluation of Complex Problems of Practice: PR: Admission to the EdD program. Course emphasizes evaluation of complex problems of practice, review of effective evaluation, and development of knowledge and skills in program evaluation. *Occasional*.

30 character abbreviation: **Eval Complex Prob of Practice**

IDS 7XXX **ED-College-ED 3(3,0)**

Facilitating Learning, Development & Motivation: PR: Admission to the EdD program. This course emphasizes using theory and research in learning, development, and motivation to diagnose and solve learning and motivational problems in diverse educational environments. *Fall*.

30 character abbreviation: **Facil Learn Dev & Motivation**

IDS 7XXX ED-College-ED 3(3,0)

Identifying Complex Problems of Practice: PR: Admission to the EdD program. This course emphasizes orientation toward identifying complex problems of practice through review of sound research methodology and development of knowledge and skills in program evaluation. *Occasional*.

30 character abbreviation: **Identfy Complex Prob Prac**

IDS 7XXX ED-College-ED 3(3,0)

Laboratory of Practice: PR: Admission to the EdD program. Guided internship: student placement in a leadership setting in a school, social service agency, private or community setting that is involved with learning or development. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **Laboratory of Practice**

IDS 7XXX ED-College-ED 3(3,0)

Leadership in a Learning Organization: PR: Admission to the EdD program. This course emphasizes contemporary leadership theory as it applies to a learning organization; i.e., human resources, district department leadership, military, higher education or business. *Occasional*.

30 character abbreviation: **Leadership in Learning Org**

IDS 7XXX ED-College-ED 3(3,0)

Proposing and Implementing Data-Driven Decisions: PR: Admission to the EdD program. This course prepares the student for the completion of the Capstone experience through the development and defense of the Capstone proposal. *Occasional*.

30 character abbreviation: **Proposing & Implementing Data**

EDF 6XXX ED-Educational & Human Sci 3(3,0)

Data-driven Decision-making for Instruction: Understand how to design a research study, understand basic measurement principles, collect/analyze data, interpret results, report findings, apply research-to-practice in applied settings. *Occasional*.

30 character abbreviation: **Data driven Decision-making**

Health & Public Affairs Course Action Additions

Tabled. Conflict with Statistics. The two departments will meet.

HSA 5XXX HPA-Health Professions 3(3,0)

Foundations of Data Analysis in Health Care: PR: Graduate Standing or C.I. An introductory applied biostatistics course presenting the concepts, principles and methods of statistics in a clear and understandable manner. *Occasional*.

30 character abbreviation: **Found of Data Analysis in HC**

AGENDA NOTES: Special Topic also being proposed.

Engineering & Computer Science Course Action Revisions

Tabled. Committee requested more rigor be added to the objectives, grading and evaluation areas of the graduate syllabus.

CES 5144 Matrix Methods for Structural Analysis 3(3,0)

PR: CES 4100C or C.I.

Implementation of the matrix methods for structural analysis that are commonly and currently used in practice and in research, special topics such as finite element formulations, special analysis procedures, and use of software packages.

EML 5605 Applied HVAC Engineering 3(3,0) -- SPLIT CLASS

PR: EML 4600, 5606; CR: EML 4142.

~~Applications of HVAC systems design with the objective of optimizing energy efficiency, humidity control, ventilation and indoor air quality. May be repeated for credit.~~

Applications of HVAC systems design with the objective of optimizing energy efficiency, humidity control, ventilation and indoor air quality.

Will no longer be repeatable for credit.

EML 5606 HVAC Systems Engineering 3(3,0) – SPLIT CLASS

PR: EML 3101, EML 4142, EML 3034C. PR: EGN 3343; CR: (EML 3701 or EAS 3101), and EML 3101.

~~Heating, ventilation, air conditions and refrigeration principles, system design and analysis. May be repeated for credit.~~

Heating, ventilation, air conditions and refrigeration principles, system design and analysis.

Will no longer be repeatable for credit.

College of Education Course Action Revisions

EEC 6947 Practicum in Family Liaison Building 3(3,0)

Practicum in Child, Family, and Community Sciences 6(1-6,0)

PR: Completed 12 semester hours in the M.Ed. Early Childhood degree program. PR: Graduate standing or CI.

~~Field-based placement in a social service agency, childcare center, hospital, or school, working with a mentor family liaison to develop skills/ knowledge with diverse families. May be repeated for credit.~~

Field-based placement in a social service agency, childcare center, hospital, or school, working with a mentor family liaison to develop skills/ knowledge with diverse families.

Will no longer be repeatable for credit.

30 character abbreviation: **Pract in Ch, Fam, & Comm Sci**

SDS 6426 Guidance and Counseling of Gifted/Talented Individuals 3(3,0)

EGI 6426 Guidance and Counseling Strategies for Teachers of Gifted & Talented Individuals

PR: None.

Guidance and counseling procedures and strategies for ~~gifted/talented students; self-assessment; teachers of gifted/talented students, including student group dynamics; communication with parents; career goals; alternate~~ alternative educational opportunities.

30 character abbreviation: **Guid & Couns for Tchrs of Gftd**

MHS 6420	Counseling Special Populations- <u>Foundations of Multicultural Counseling</u>	3(3,0)
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PR: MHS 5005 or ~~MHS 6020~~ or C.I. CI.

~~Application of counseling principles with various special populations including multicultural subgroups, persons of abuse, exceptional children, gay and lesbian people, etc.~~

Reviews knowledge and research pertaining to multicultural counseling and social justice issues, develops skills and personal awareness, and examines attributes that affect counseling diverse populations.

30 character abbreviation: **Multicultural Counseling**