College of Education
College Curriculum Committee e-Minutes
03/25/24

Members in Attendance: Elayne Colón (Dean's Area Rep), Chris Cook (CCC Secretary), Alice Kay Emery (SESPECS), Frank Fernandez (HDOSE, CCC Chair), Caitie Gallingane (STL), Alisa Hanson (SESPECS), Amber Moss (HDOSE), Nirali Patel (Undergrad Rep), Shelley Warm (STL)

Members Absent: Lindsay Byron (HDOSE), Olivia Morales (Grad Rep)

Guests: Kristi Cheyney-Collante (SESPECS), Cynthia Griffin (SESPECS), Helena Mawdsley (HDOSE), Nancy Waldron (SESPECS)

Meeting Called to order at 2:05pm

Approval of CCC Agenda for 3/25/24 meeting
Motion to Approve by Hanson: Seconded by Warm

Approval of CCC e-Minutes from 2/12/24 meeting
Motion to Approve by Warm; Seconded by Hanson

Update on Prior Business:
EDF 3132 Course description modification
https://secure.aa.ufl.edu/Approval/reports/19466
Approved at the college level 022624

New Business:
Modify Undergraduate Course-
Change Pre-req and Remove Co-req for SDS3462
https://secure.aa.ufl.edu/Approval/reports/19616
- No concerns

Motion to Approve by Gallingane; Seconded by Hanson

New Graduate Course-
Applied Research in Special Education
https://secure.aa.ufl.edu/Approval/reports/19040
- Revise P4 Course description where it cuts off at end; starts with "This course…"

Motion to Conditionally Approve by Hanson; Seconded by Moss

Family and Teacher Perspectives on Disability New Course Request
https://secure.aa.ufl.edu/Approval/reports/19041
- In submission form, the Rationale & Placement in Curriculum section has some incomplete & repeated sentences
- Required readings vs newer readings: older readings are more substantive which is why newer readings are listed as optional
- Grading section: one of links is broken referencing University policy but it is for undergraduate; will revise and direct to graduate school link where it states that "C" is minimum passing grade
- Section on class session recording-recommend checking that recording aligns with HB233 if discussion based; to clarify, it is a lecture based class, not discussion based

Motion to Conditionally Approve by Moss; Seconded by Gallingane

EEX 6XXX Mathematics Assessment and Instruction
https://secure.aa.ufl.edu/Approval/reports/19438
- No concerns

Motion to Approve by Emery; Seconded by Moss

Information Item (include in March Minutes):
Repeatable Graduate Course Review

Program Plan Update: Educational Leadership & Policy Program
- Amended to include statement that SLO's will remain the same for the degree regardless of the track

Meeting Adjourned at 2:47pm

Deadline to submit for April 8, 2024 CCC meeting will be March 25, 2024
PLEASE NOTE THAT APRIL WILL BE THE FINAL CCC MEETING FOR THE 2023-2024 AY

MEMORANDUM

Date: February 10, 2023

To: All Graduate Deans and Associate Deans

From: The Graduate School
          University of Florida

RE: Review Required Before 3/20/23: Repeatable Graduate Courses

As we work to make graduate degree audits possible, we have run into a key issue that requires your attention.

The issue is ineligible accrual of credits counted toward graduate degrees for non-repeatable coursework and/or repeatable course work that has exceeded established maximums.

Resolving this issue requires creation and implementation of repeat coding for graduate-level courses in the Student Information System (SIS).

The repeat code process will directly impact graduate course enrollment. For instance:

- Students earning a grade of C or better in a non-repeatable course will not be allowed to repeat that course. Any exceptions must be made via a petition approved by the student's college.

- Students will not be allowed to enroll in repeatable graduate-level courses once the allowable credit maximum has been earned.

To avoid registration disruptions, immediate review of all graduate-level courses offered at both the college and academic unit levels is required.

- If your current non-repeatable courses continue to meet curricular enrollment expectations (i.e., a course is listed as non-repeatable and this is not a problem), no further action is required.

- If established credit maximums for repeatable fixed- or variable-credit courses are continuing to meet curricular enrollment expectations (i.e., the course is actually intended to be repeatable, and students are using the course appropriately in their degree plans), no further action is required.

- For any courses no longer meeting curricular enrollment expectations (e.g., advisor approvals are commonly needed for students to repeat a non-repeatable course or students are taking repeatable courses for reasons not aligned with intended degree plans), further action to modify the repeatability or the established credit maximum is required via the Academic Approval Tracking System (approval.ufl.edu).

In order to avoid issues with new degree audits and enrollment, all graduate courses requiring modifications must be on the April 13, 2023 Graduate Curriculum Committee (GCC) agenda at the latest. The deadline for submitting agenda items for April's GCC meeting is **March 20, 2023.**

If you have any questions about submitting graduate course modifications, please email gradcurriculum@ad.ufl.edu.

Thank you for your prompt attention to this matter.

Educational Leadership and Policy's Masters of Education (MEd)

Non-Certification Education Futures and Policy (EFP) Track

Non-Certification Track Program Plan Overview:

Summary:

The non-certification Education Futures and Policy (EFP) track, part of the Masters in Educational Leadership (M.Ed.), is designed to prepare both aspiring and current leaders with the skills needed to shape educational environments in today's transformative era. This track uniquely combines a focus on technology, education policy, emerging systems trends, and innovative leadership practices, catering to professionals poised to take on leadership roles in a variety of educational contexts, including public, nonprofit, for-profit, and startup organizations. The EFP track is ideal for those interested in education at the nexus of varying fields, including technology, business, policy, research, and other sectors engaged in a rapidly evolving educational landscape. The EFP track is a non-certification track, meaning that, unlike our standard track which has defined coursework aligning to the state's requirements for a Level 1 administrator certification program, the EFP track provides flexibility to those seeking leadership development without pursuing school administrator certification.

Non-Certification EFP Track Program Plan and Coursework:

The non-certification EFP track formalizes a course sequence for MEd students not seeking Level 1 certification, a route a number of students have taken in the past but without a formal program plan.

Required Courses (21 hours): *(note - the Educational Leadership & Policy Program Area can make substitutions to these for individual student needs, scheduling requirements, or to adapt to future offerings)*

> Educational Organization & Administration (EDA 6061) - Education Futures Inquiry
> Leading Change and Innovation (EDA 6107) - Foresight frameworks
> Technology Leadership (EDA 6271) - Systems level change
> Communication in Educational Environments (EDA 6215)
> Education Finance (EDA 6242) - with modules in blended capital and global perspectives
> Practicum (EDA 7945) - With schools or cross-sector agencies
> Other EDA Core Course

Elective Courses / Tracks (15 hours):

Students can select from a wide range of existing courses across the COE and UF community, allowing them to tailor their educational experience to their unique interests and career goals. This approach also ensures that our graduates are meeting critical emergent needs in the education sector, such as technology leadership, policy leadership, community development, mental health fields, and more. Electives can cover various disciplines, including education technology, entrepreneurship, computer sciences, political science, business, nonprofit leadership, data sciences, and more.

Relationship to Existing Certification Tracks:

The non-certification EFP track is designed to integrate with existing courses and infrastructure, ensuring a practical implementation within the broader Educational Leadership & Policy Program Area. The accompanying diagram illustrates the EFP track's integration within the M.Ed. framework. Regardless of track, the program-level student learning outcomes remain the same for all MEd students but coursework allows students to tailor their program plan to differing contexts in which they will apply the skills learned.

Masters in Educational Leadership (M.Ed.) Tracks