Welcome to the Graduate Record

Ever feel like important deadlines are passing you by? The Graduate Affairs Office, located in the College of Education Suite 115, has designed this newsletter to help keep you informed! Keep reading along with us each issue to find out about the latest deadlines, news from the college, and to learn about different grants, special events and much more. In short, anything and everything that is important to College of Education Graduate Students! We welcome your contributions, so email us at edgrad@ucf.edu, or stop on by Suite 115 to find out how you can get involved in the newsletter!

Get to Know...ALIMA

Applied Learning & Instruction MA

The ALIMA program serves individuals from a wide range of backgrounds – both within and outside the teaching profession. Students completing this program become experts in motivation, cognition, and many of the associated theories – all of which are applicable to a variety of fields. This is evident in the program’s specialization areas, which include Psychological Foundations, Business/Training, Instructional Design, Teaching, and Program Evaluation. In order to graduate, students must complete a Scholarly Product for which they have the opportunity to either present at one of many academic conferences or submit an article to a scholarly journal. ALIMA students have both a thesis and a non-thesis option. And since 2011, ALIMA is fully available online!

From one ALIMA student

By Katrin Seidel
In my final semester of the Applied Learning and Instruction MA, I chose to do the directed research – rather than the thesis – option, which means that I am working on both a literature review and a research proposal. This semester I also have to fulfill other graduation requirements, such as the comprehensive exam – three questions that I will answer in my on time over the course of a week. Some subjects that may be addressed are motivational and learning theories. The third graduation requirement I had to fulfill this semester was the Scholarly Product. I chose to submit a proposal to a conference, but am hoping to submit an article to a scholarly journal as well.
The Computing and Statistical Technology Laboratory in Education (CASTLE), located in TA305, is a computer lab available to students and faculty for data analysis. The computers are equipped with various quantitative and qualitative software packages.

**Walk-in Lab Hours:**
- MON: 3:00pm - 5:00pm
- TUES: 10:00am - 12:00noon
- WED: 10:00am - 12:00noon, 3:00pm - 5:00pm
- THURS: 10:00am - 12:00noon

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**Student Resources**

The MEd—Designed for certified and experienced educators who want to extend their influence beyond the walls of the classroom and to improve their knowledge and skills in the area of leadership.

**EdS**—Open to students with an earned master’s degree (School Psychology admits with an earned bachelor’s degree) and designed for practicing educators who wish to gain expertise in a subfield within education.

**EdD**—Intended for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry.

**PhD**—Prepares students for careers in teaching positions in research universities.

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**Certificate program**—Offers a flexible, short-term program of study that provides specialized knowledge that supplements an existing degree.

**MA/MS**—Master of Arts and Master of Science programs offered in various fields, two leading to state certification: Elementary Education and Exceptional Student Education.

**MAT**—Perfect for individuals who are not certified to teach but wish to become effective, certified teachers of secondary content areas. Nine tracks are offered in secondary content areas.

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**Graduate Program of Study**

A program of study is a listing of course work agreed to by the student and the degree program specifying course degree requirements. A specific program of study must be formulated jointly by the student and the appropriate committee or adviser in the program area and approved by the college. A program of study form should be prepared and signed by the adviser and student, then given to the graduate program director for review. It must comply with the student’s relevant catalog year.

Programs of study for students seeking a master’s or specialist degree should be on file with the College of Graduate Studies by the end of the **student’s second major term** (based on full-time enrollment). Programs of study for students seeking a doctoral degree should be on file with the College of Graduate Studies by the end of the **third major term of enrollment** (based on full-time enrollment).

All graduate programs of study must include independent learning as part of course and other assignments. This may be accomplished by research papers and reports, evidence of reflective learning in individual portfolios, creation of original works, and/or demonstration of integration of knowledge as part of course work in a capstone course and other requirements for the degree.

The student and his/her advisory committee may make changes in the programs of study at any time with approval of the graduate program director.

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**Graduate Programs—Learn the Lingo**

Can’t decide which program is best for you? Let us help!

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The student and his/her advisory committee may make changes in the programs of study at any time with approval of the graduate program director.
Q: Why did you choose UCF for graduate school?
A: My bachelor’s degree is from UCF and because I had such a positive experience in my undergraduate program, the decision was easy for me when thinking about where to pursue my master’s degree.

Q: What is your favorite thing about your program?
A: The professors in the Math Education department are amazing! Math was always my favorite subject in school and it’s been great learning how to incorporate my interest in math into future lessons and activities for my students.

Q: What is the most challenging thing about your program?
A: Having a background in teaching younger students, one thing I find challenging is alternating between my “elementary teacher” way of thinking and my “high school math teacher” way of thinking when creating lessons and managing a classroom. However, this master’s program is giving me the proper tools to be a successful secondary math teacher while keeping in mind my educational roots.

Q: What are you hoping to do after graduation?
A: Being that I am a current recipient of the TEACH Grant, an opportunity for students entering critical shortage areas of teaching (like math), I would love to be a high school math teacher in a Title I school.
FACULTY HIGHLIGHT
DR. THOMAS COX

Q: Tell us a little bit about yourself and how you got to UCF.
A: I am originally from Mississippi, but you wouldn’t know it from my accent. Right! I earned an Ed.D. in Adult and Higher Education from the University of Memphis in 2004, and prior to coming here, completed three years as an assistant professor of adult and higher education at the University of Houston. I came here to engage in research and work with doctoral students, which was something that the program I taught in at Houston did not have. Plus, it gets me a little closer to family in Alabama and Mississippi.

Q: What program are you working with?
A: I am an assistant professor in the Department of Educational and Human Sciences. I teach and coordinate the Community College Master’s degree program.

Q: What are your research interests?
A: My primary expertise is the educational experience of adult learners within higher education settings, such as barriers to participation and factors contributing to success and retention. My secondary expertise is implementing the use of technology in the higher education classroom either face-to-face or online.

Q: What attracted you to UCF?
A: UCF has a reputation of great support for faculty, even in these times of budget pitfalls. This was even more clear to me as the EHS and CED recruited me. I did not have a graduate assistant at my previous institution, and travel money for professional development was rapidly going away. Ultimately, I will have the opportunity to teach and mentor graduate students. Graduate students, whether masters or doctoral level, to me, can be the creative lifeblood of a college of education. We just need to tap their ideas, excitement, and energy!

DID YOU KNOW.......

UCF’s Creative School for Children new evening program offers engaging and fun activities for children of UCF graduate students.

- Dinner will be provided
- Monday through Thursday 5:35pm to 9:15pm
- Ages 2 (potty trained) to 12 years old
- Spaces limited
- For more information, visit www.csc.ucf.edu or call 407-823-2726

FACULTY HIGHLIGHT
DR. MALCOLM BUTLER

Q: Tell us a little bit about yourself and how you got to UCF.
A: I am a first generation college graduate. I have been married for over 20 years to Dr. Vikki Gaskin-Butler, and I am the proud and grateful father of Malcolm Lee Butler, a 13-year old high school freshman. While I was quite happy and fairly set in my previous faculty position, I was encouraged to consider UCF and all the wonderful things happening here. The more I looked at UCF, the more intrigued I became with the professional opportunities and possibilities that were here.

Q: What program are you working with?
A: I am primarily involved with the science education program in the School of Teaching, Learning and Leadership.

Q: What are your research interests?
A: Multicultural science teacher education; science and underserved students; writing to learn in science; science content for elementary teachers; physics education

Q: What attracted you to UCF?
A: I was attracted to the opportunity to collaborate with and learn from insightful faculty, staff and students.

Q: An interesting fact you’d like to share.
A: I played basketball in the Philippines with some awesome children in a barangay (the Filipino name for a village).
HAPPY (Having Active Participation Prepares You) Hour is the UCF College of Education Professional Learning for Teacher Candidates initiative that supplements the teacher preparation provided by coursework and field experiences. It enhances the quality of UCF’s initial teacher certification program, contributing to the development of highly credentialed teacher education graduates, and increasing their marketability in today’s competitive job market. HAPPY Hour underscores the importance of life-long learning and professional and personal growth in becoming a highly effective educator.

HAPPY Hour consists of HAPPY Hour workshops conducted by university faculty and PreK-12 educators with expertise in areas of relevance to the teaching profession, such as job interviewing tips and classroom management. These workshops are free and require no registration; students simply show up, learn, and have fun while doing so. HAPPY Hour also includes a HAPPY Hour Student Showcase that highlights our teacher candidates as presenters and provides a tremendous opportunity for professional growth. This in-house conference is held the last Saturday of January.

**Building an Effective Interview Portfolio**
Presenter: Sarah Wilson, Teacher, Sterling Park Elementary School
When: Wednesday, October 10, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 130

**Let the Words Speak to You:**
Creative Projects to Present Non-Fiction Text
Presenter: Paloma Ferreira, UCF College of Education Faculty
When: Thursday, October 11, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 130

**What to Expect in Your Classroom:**
An Administrator’s View of Your Teaching Style!
Presenter: Tonya Manderville, Assistant Principal, Hagerty High School
When: Thursday, October 18, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 117

**Tips for the Interviewing Process**
Presenter: Pete Gaffney, Principal, Keeth Elementary School
Michelle Walsh, Principal, Milwee Middle School
When: Wednesday, October 24, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 130

**Creating Multiple-Choice Assessment Items That Actually Work: It’s Tougher Than You Think!**
Presenter: Matt Lavery, UCF College of Education Doctoral Student
When: Monday, October 29, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 116

**Rubrics for Learning:**
Designing Effective Rubrics to Assess Complex Learning
Presenter: Matt Lavery, UCF College of Education Doctoral Student
When: Wednesday, October 31, 2012, 4:30-5:30 p.m.
Where: Orlando Campus TA 116

For a complete list of workshops please visit:
http://www.education.ucf.edu/happyhour/about_workshops.cfm
DOC VIEW
By Andrew Wood

Oh, hello. I didn’t see you there. How are you? My name is Andrew Wood and I’m in my first semester of the Ph. D. in Education program. I’m in the Counselor Education track and I received my M.S. in Mental Health Counseling from the University of North Florida. “So why is he telling me all this?” you may be asking yourself curiously. “Who does he think he is? Some sort of advice columnist? Does he think he’s better than me?” you may be questioning aggressively. Well that’s exactly what this corner of the newsletter is about. Let me explain myself. The purpose of this corner of the newsletter is basically to accept your questions and for me to do the best I can to answer them. My expertise is in the doctoral area, but other questions are welcome too. What exactly is a dissertation? Why do I need a plan of study? Why did I make this decision? Feel free to send questions like these and any others to edgrad@ucf.edu. I look forward to learning more and hopefully providing some knowledge.

WHAT’S HAPPENING AROUND THE COLLEGE

EDUCATOR IN RESIDENCE

THEORY IN PRACTICE

Goals of EIR
- Bring UCF College of Education closer to schools
- Bridge UCF Academy TJEEI, the CED program area of focus, & PK-12 schools
- Informal recruitment through conversations with PK-12 school colleagues

About the EIR...
Andrea Walsh is the 2012-2013 TJEEI Educator in Residence. Andrea is a high school counselor from Seminole County Public Schools and CED alumna, serving as an on-site adviser to teachers regarding the expectations and realities facing the practitioners. Andrea also works with the TJEEI and College of Education faculty and staff, strengthening relationships between UCF and schools in Central Florida.

THE HUB
The HUB is the place to MEET, LEARN, INNOVATE, WORK and REFLECT with the EIR

How can I use the HUB?
- Brainstorm systemic refining to meet student needs
- Network with surrounding districts and educators
- Discover research based practices for optimal decision making
- Conduct educational outreach in both formal and informal settings
- Computer Access, Books for Borrowing, Microwave, Refrigerator

College of Education
Student: Networking, consultation, and collaboration for internship, practicum, and other field experiences.
Faculty: Access to a practitioner with current perspective of initiatives and systemic issues. A conduit between district and college to further opportunities for research and development.
Teacher/Administrator: Access to research and expertise in solution focused decision making and instructional strategies. Partnerships and collaboration in the aligning of initiatives.

CONTACT US!

We are settled in our new office space!
The Graduate Affairs Office is located in ED 115
Tel: 407.823.5369
Fax: 407.823.5370
Email: edgrad@ucf.edu

Andrew Wood
Counselor Ed, Doctoral Student
First Year

Check us out Online!
www.education.ucf.edu