Agenda

1. Welcome and call to order
2. Approval of the minutes from the last meeting (curriculum, course)
3. **Reactivation of CEHP Master of Teacher Education (MAT) – Art Education track, effective Spring 2017.** Program only admits in spring and summer, and there are no curricular changes. The equipment fee was previously approved and applies to all tracks in the MAT.

4. **Revisions to the CON Doctor of Nursing Practice.**
   - Adult-Gerontology Acute Care Nurse Practitioner track, effective Fall 2017
   - Adult-Gerontology Primary Care Nurse Practitioner track, effective Fall 2017
   - Advanced Practice track, effective Spring 2018. Track admits in spring and summer.
   - Family Nurse Practitioner track, effective Fall 2017

5. **Addition of the COS Integrative Anthropological Sciences PhD, effective Fall 2018.** Associated new courses are in the Course Agenda.

6. **Name change from COS Applied Experimental and Human Factors PhD to Human Factors and Cognitive Psychology PhD, effective Fall 2017.** No other curriculum changes.

7. **Revisions to the COS Communication MA, effective Fall 2017.**
   - Interpersonal Communication track
   - Mass Communication track

8. **Revisions to the COS Corporate Communication Graduate Certificate, effective Fall 2017.**

9. Courses and special topics

10. Adjournment

**Members of the Graduate Council Curriculum Committee**

Kerry Purmensky, Chair, CAH
Charles Kelliher, CBA
Jim Moharam, Steering Liaison, COP
Elsie Olan, CEHP
Jennifer Sandoval, COS
Asli Tasci, RCHM
Art Weeks, CECS
Diane Andrews, CON
Steven Ebert, COM
Shuo “Sean” Pang, COP
Terrie Sypolt, LIB
Joshua Troche, COHPA
Andrea Pulido, GSA
John Weishampel, CGS Liaison
Graduate Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Education and Human Performance

Proposed Effective Term/Year: Spring 2017

Unit(s) Housing Program: School of Teaching, Learning & Leadership

Name of program, track and/or certificate: Teacher Education MAT, Art Education

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

The Teacher Education MAT, Art Education is a state-approved initial teacher preparation program for students seeking certification to teach Art in grades K-12, including students previously certified to teach in another field. Admission to the program was suspended summer 2015, resulting from the retirement of its only faculty member. A new faculty member has since been hired to take on the full responsibilities of the program. The program admits students twice annually; spring and summer terms. The unit requests that the suspension be lifted so that recruiting can begin for spring 2017 admission into the program.

Briefly list curriculum changes in bullet format. 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.

No curricular changes are being requested.
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: ____________________________________________

A proposed 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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

Impact on Current Students
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 attach a list of students if possible:

______________________________________________________________________________________________

Will students have the option to stay in their existing program, track, or certificate?  □ Yes  □ No
If yes, how will current students be impacted by this change?

______________________________________________________________________________________________

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)    Debra L. McCann (Signature)  Debra L. McCann  Date 8/16/16
Program Coordinator

Department Chair (Print)    M. Hynes (Signature)  Michael Hynes  Date 8/16/16
/Dean

College Academic (Print)    Richard Hulse (Signature)  Richard Hulse  Date 8/19/16
Standards

College Dean (Print)        J. P. Mender (Signature)  J. P. Mender  Date 9/19/16

Graduate Council (Print)    ___________________________ (Signature) ___________________________  Date __________

Vice President for Research and Dean of the College of Graduate Studies
(Print) ___________________________ (Signature) ___________________________  Date __________

Approval

Provost and Executive Vice President ___________________________  Date __________

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
Planned Program of Study – MAT in Art Education

A Program of Study for students seeking a master's 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).

Please Check as Appropriate: □ New Program of Study

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<th>STUDENT INFORMATION</th>
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<td>Degree Program/Track:</td>
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<td>Advisor:</td>
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<td>Dr. Debra McGann</td>
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<th>REQUIRED COURSES 19 HRS. REQUIRED (13 hours of CORE + 10 hours of METHODS)</th>
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430 ART CREDITS ~ see website

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<td>Internship is 6 hours, over two semesters; Culminating Experience is 2 hours, taken over same 2 sems as internship</td>
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**Total Hrs:** 25
Art Education MAT

Program TRACKS

Art Education
English Language Arts Education with ESOL Endorsement
Mathematics Education
Middle School Mathematics Education
Middle School Science Education
Science Education-Biology
Science Education-Chemistry
Science Education-Physics
Social Science Education

College: Education and Human Performance

Degree: MAT

Department: School of Teaching, Learning and Leadership

Option: Nonthesis

Program Websites: http://education.ucf.edu/artsed/

TRACK DESCRIPTION

Admission to this program has been suspended effective Summer 2015. The Teacher Education MAT, Art Education program is a state-approved initial teacher preparation program for students seeking certification to teach Art in grades K-12, including students previously certified to teach in another field.

Show Program Description

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see Peace Corps Coverdell Fellows for more information about attending graduate school at UCF.

CURRICULUM

The Teacher Education MAT, Art Education requires a minimum of 37 credit hours beyond the bachelor's degree. The program is a K-12 program for non-education majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of assessing the professional development of students as reflective practitioners. LiveText access is required for the portfolio. In addition, an internship is required.

Total Credit Hours Required:

37 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—29 Credit Hours

Core—13 Credit Hours

- ESE 6935 Introductory Seminar in Secondary Education* (1 credit hour)
- EDG 6415 Principles of Instruction and Classroom Management* (3 credit hours)
- EDF 5237 Principles of Learning and Instruction to Classroom Assessment** (3 credit hours)
- EDF 9727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)

*Must be taken in the first semester in the program.

Spring 2007

Reactivate
**Must be taken prior to internship.**

**Specialization—16 Credit Hours**

- RED 5147 Developmental Reading (3 credit hours)
- ARE 5359 Teaching Art K-12 (4 credit hours)
- ARE 6805 Research Trends in Art Education (3 credit hours)
- ARE Elective Number One (with approval of adviser, 3 credit hours)
- ARE Elective Number Two (with approval of adviser, 3 credit hours)

**Internship—6 Credit Hours**

- ARE 6946 Graduate Internship (6 credit hours, taken over two semesters***)

**The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval.**

Students should ensure that they meet all requirements for Graduate Internship.

- Complete 24 credit hours of the program, including all core courses plus methods courses.
- Overall graduate GPA must be 3.0 or higher.
- No more than 6 credit hours of co-requisites content requirements can be outstanding at the time of admission to graduate internship.
- Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.
- Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at [http://www.education.ucf.edu/clinical/](http://www.education.ucf.edu/clinical/)
- Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.085.

**Culminating Experience—2 Credit Hours**

- ESE 6256 Critical Issues in Secondary Education (1 credit hour, taken twice)

**Additional Program Requirements**

- Complete an electronic portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.
- Pass all required sections of the Florida Teacher Certification Examination.
- Students are required to have 30 credit hours of art course work to meet certification requirements to teach art in grades K-12. These may be previously earned undergraduate or graduate credits, or include graduate content area credits approved for electives in the program. Only six hours of independent study courses may be used to satisfy degree requirements. It is important to see an adviser if courses are difficult to schedule in content areas.

**Equipment Fee**

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

**Independent Learning**

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practicess (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText is required for the portfolio. In addition, an internship 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.

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.
- Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.065, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.
- NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 1A-4.002).
- 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.
- To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.
Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s application process. Courses used to gain initial state certification may not be transferred into a MEd program.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact INFO

Graduate Program

Debra McGann EdD
Lecturer
debra.mcgann@ucf.edu
ED 122C

Graduate Admissions

Cameron Leonard
gradadmissions@ucf.edu
Telephone: 407-823-2766
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

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Graduate Program Recommendation Form - REVISIONS ONLY

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Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

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- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Doctor of Nursing Practice- Adult/ Gero Acute Care NP

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

See attached

Briefly list curriculum changes in bullet format. 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.

- Track will no longer offer a Master's along the way.
- Total credit hours reduced to 75
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: ____________________________

A proposed 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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

Impact on Current Students

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 attach a list of students if possible:

______________________________________________________________

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

If yes, how will current students be impacted by this change?

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If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  SUSA CHASE  (Signature)  JESSE B. ULLERY  Date 10/4/16
Program Coordinator

Department Chair (Print)  SUSA CHASE  (Signature)  JESSE B. ULLERY  Date 10/4/16
/Director

College Academic (Print)  JOSIE WEISS  (Signature)  JESSE B. ULLERY  Date 10/4/16
Standards

College Dean (Print)  MJOSEPH  (Signature)  JESSE B. ULLERY  Date 10/4/16

Graduate Council (Print)  (Signature)  Date

Vice President for Research and Dean of the College of Graduate Studies
(Print)  (Signature)  Date

Approval

Provost and Executive Vice President  (Signature)  Date

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
DNP Adult-Gerontology Acute Care Nurse Practitioner Track

**TRACK DESCRIPTION**

The Doctor of Nursing Practice (DNP) program in the Adult/Gerontology Acute Care Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

The Adult-Gerontology Acute Care Nurse Practitioner Track in the Doctor of Nursing Practice (DNP) program prepares the advanced practice nurse to care for patients with medically complex stable and unstable acute, critical and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic and home care environments at the DNP level, incorporating DNP essentials in practice with a culminating DNP project.

**Program Objectives**

The objectives of the DNP program are to prepare graduates to:

- Critically analyze complex clinical situations and practice systems.
- Assume leadership roles in the development of clinical practice models, health policy and standards of care.
- Demonstrate advanced diagnostic reasoning skills and clinical judgment through scholarship and nursing practice.
- Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.
- Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and health care systems.
- Design, implement, and evaluate comprehensive care to clients within an area of advanced practice specialization.

**CURRICULUM**

The DNP Adult-Gerontology Acute Care Nurse Practitioner track allows students to earn an MSN along the way to the Doctor of Nursing Practice (DNP) and requires a minimum of 7586 credit hours beyond the baccalaureate degree. The curriculum includes 46 credit hours of master's level courses and an additional 40 credit hours of doctoral level courses, 31 credits of core courses shared with other DNP tracks, 12 credits of APN core and 19 credits of specialty courses. Including 9 credit hours of a DNP Project. A total of 1,020 practicum hours, including
those leading to the MSN, are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are located in the Advanced Practice DNP Handbook.

Total Credit Hours Required:
7586 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses for the MSN—46 Credit Hours

Advanced Practice Core Courses—24 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)

DNP Core Courses—41 Credit Hours

- NGR 5800 Theory for Advanced Practice Nursing (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Practice Nursing (3 credit hours)
- NGR 5812 Pharmacology for Advanced Nursing Practice (2 credit hours)
- NGR 6801 Research Methods for Advanced Practice Nursing (3 credit hours)
- NGR 6812 Evidence Based Practice (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7793 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7827 Concepts, Measure and Data Management (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7855C Evidence Based Practice Development (3 credit hours)
- NGR 7065 Advanced Clinical Management (3 credit hours)
- NGR 7748L Advanced Practice Clinical Selective (2 credit hour, 120 clinical hours)
- NGR 7911 DNP Project I (3 credit hours, 60 clinical hours)
- NGR 7912C DNP Project II (3 credit hours, 120 clinical hours)
**Specialty Courses: Adult-Gerontology Acute Care Nurse Practitioner—22 Credit Hours**

- NGR 6210 Adult-Gerontology Acute Care Nurse Practitioner I (3 credit hours)
- NGR 6211L Diagnostics and Skills for the Critically III (1 credit, 60 clinical hours)
- NGR 6211 Adult-Gerontology Acute Care Nurse Practitioner II (3 credit hours)
- NGR 6211L Adult-Gerontology Acute Care Nurse Practitioner II Clinical (3 credit hours, 180 clinical hours)
- NGR 6175 Critical Care Pharmacology (3 credit hours)
- NGR 6212 Adult-Gerontology Acute Care Nurse Practitioner III (3 credit hours)
- NGR 6212L Adult-Gerontology Acute Care Nurse Practitioner III Clinical (3 credit hours, 180 clinical hours)
- NGR 6215L Adult-Gerontology Acute Care Nurse Practitioner Practicum (3 credit hours, 180 clinical hours)

**Required Courses for the DNP—40 Credit Hours**

- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7793 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7827 Concepts, Measure and Data Management (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7855C Evidence Based Practice Development (3 credit hours)
- NGR 7779C Program development and Management (3 credit hours, 60 clinical hours)
- NGR 7065 Advanced Clinical Management (3 credit hours)
- NGR 7748L Advanced Practice Clinical Selective (1 credit hour, 60 clinical hours)
- NGR 7912 DNP Project I (3 credit hours, taken over two semesters)
- NGR 7912C DNP Project II (3 credit hours, 120 clinical hours)
- NGR 7913C Doctoral Project III (3 credit hours, 120 clinical hours)

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

- Translate research into practice and evaluate outcomes
- Quality improvement (care processes, continuity of care, patient outcomes)
- Implement and evaluate evidence-based practice guidelines
- Analyze policy: develop, implement, evaluate, or revise policy
- Design and use databases to retrieve information for decision making, planning, evaluation
- Conduct financial analyses to compare care models and potential cost savings, etc.
- Design and evaluate new models of care
- Design and evaluate health promotion and disease prevention programs
- Assess integration of technology in care
The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below "B" are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

- All course work completed with a minimum grade of "B"
- A satisfactory DNP Project
- Clinical performance evaluated at a satisfactory level
- A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
- BSN degree from an accredited institution.*
- Undergraduate Statistics course.
- Official, competitive GRE score taken within the last five years.
- Licensure as a registered nurse in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
  - Discuss the impact of the graduate nursing education in your desired track on the evolution of your professional role
Describe the path you would take to ensure success in your graduate nursing education

Identify one significant contemporary issue of problem in US healthcare and explore how members of the nursing profession can help address that issues or solve that problem

- Curriculum Vitae: CV should reflect prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student
- An interview with faculty may also be required.

*For Students with an RN license and a Bachelor’s degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu or 407-823-2744 for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Admission to the program is competitive, based on evaluations of the applicant's abilities, past performance, recommendations, FDLE/FBI finger printing and certified background checks, and the match of UCF programs with the applicant's career goals. The College of Nursing accepts most qualified students. Since enrollment is limited, not all students who apply may be accepted, even if minimum requirements are met.

**Application Deadlines**

**Adult-Gerontology Acute Care Nurse Practitioner**

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
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<th>Spring</th>
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<td>International Transfer Applicants</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

**FINANCIALS**

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
Selected data/rationale that drove our need to evaluate the current DNP curriculum plan:

1. Poor retention rates of postBSN to DNP students beyond receipt of the MSN.
2. Inconsistent involvement in DNP intensive, as DNP coursework is non-existent in first few years of current curriculum.
3. No opportunity for students to consider the influence a DNP could have on the healthcare system along the way to NP.
4. Difficulty expressed by students in finding a site amenable to a QI project as a new hire.
5. Repetitive exit interviews challenging the necessity of NGR6813 (EBP) - students reflected that concepts were previously taught, learned and practiced in NGR6801 (Research).
6. Movement across the nation among universities and credentialing/guiding organizations, to discontinue the MSN as a point of entry into NP practice.
7. Support for increasing the body of practice doctorates to lead change in healthcare and positively affect patient outcomes.
8. Steadfast and escalating enrollment competition among public and proprietary schools seeking to streamline the student experience without sacrificing quality and outcomes.
9. High certification scores for core NP classes.
10. Large number of DNP students entering NGR7855C and NGR7911C without clarity on plan or site to conduct final project.
11. Need to keep the student in the clinical environment until graduation.
12. High number of DNPs serving in educational roles.
13. Request from students for FT postMSN DNP track.
14. Necessity to embrace a "core" curriculum for a DNP student in any program track at UCF.
### Post-BSN to DNP
#### Adult/Gero Acute Care NP
**Full-time (9 semesters)**

**Fall Admission**

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<td>NGR 7827 Concepts, Measurement, and Data Management</td>
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<td>Fall 2</td>
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**Total hours** 75 1020
### AGAcuteCNP Part Time Plan of Study

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<td>NGR 6210L Diagnostics and</td>
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Proposed Revision - SC  
August 2016  
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</table>
Faculty List

Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Veronica Decker, DNP, MBA, MS, RN, BSN
Dawn Eckhoff, MSN, CPNP
Joellen Edwards, PhD, RN, FAAN
Frank Guido-Sanz, PhD, ARNP, ANP-BC
Loretta “Lori” Forlaw, PhD, RN, FACHE
Julie Hinkle, PhD, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Angela Ritten, DNP, ARNP, FNP-BC
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP
Graduate Course Action Request Form

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information
College: College of Nursing
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Department: 
Phone: 407 823 3079
Approved Graduate Faculty/Scholars: Christopher Blackwell

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<td>NGR</td>
<td>6172</td>
<td>Pharmacology for Advanced Nursing Practice</td>
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30 Character Abbreviation: Pharm for Adv Nursing Practice

Course Description (25 word limit)
Comprehensive study of medications used to promote and maintain health across the lifespan. Examination of the implications for advanced nursing practice. May be used in the degree program a maximum of 2 times.

New or revised Materials and Supply Fees? ☐ Yes ☑ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☐ Yes ☑ No If yes, indicate the total times this course may be used in the degree program. 

Repeat within same semester? ☐ Yes ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 5141 or C.I.

Graded SU? ☐ Yes ☑ No

Split-Level Class: ☐ Yes ☑ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☑ Every Semester
☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☑ Required Course ☑ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students? ______________________________________

What is the estimated annual enrollment? ______________________________________

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☑ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☑ No

If not, explain

____________________________________

Notes:

____________________________________

Approval Signatures

Department Chair

Date 10/4/16

College Academic Standards

Date 10/4/16

College Dean

Date 10/4/16

Graduate Council

Date

Vice President for Research and

Dean of the College of Graduate Studies

Date
**Graduate Course Action Request Form**

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

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Department:  
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP  
Phone: 407 823 3079  
Approved Graduate Faculty/Scholars: Christopher Blackwell

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<td>3(3,0)</td>
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30 Character Abbreviation: Adult-Gero. Acute Care NP I

**Course Description (25 word limit)**

Introduce graduate nursing students to the foundational concepts in acute and critical care patient management

New or revised Materials and Supply Fees? ☐ Yes ☑ No  
If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☑ Yes ☐ No  
If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? ☐ Yes ☑ No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 6172, NGR 5003/5003L, NGR 6230L or C.L.

Graded S/U? ☐ Yes ☑ No

Split-Level Class: ☐ Yes ☑ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

When will the course be offered?

☐ Odd Fall  ☐ Odd Spring  ☐ Odd Summer  ☐ Every Semester  
☐ Even Fall  ☐ Even Spring  ☐ Even Summer  ☐ Occasional

**Intended Utilization of Course**

The course will be used primarily as:

☐ Required Course  ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?
To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.
N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☑ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☑ No

If not, explain

Notes:

Approval Signatures

Department Chair

College Academic Standards

College Dean

Graduate Council

Vice President for Research and
Dean of the College of Graduate Studies

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

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College: College of Nursing
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Phone: 407 823 3079

Approved Graduate Faculty/Scholars:

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<td>Diagnostics and Skills for the Critically Ill</td>
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30 Character Abbreviation: Diag. & Skills for the Critically Ill

Course Description (25 word limit)
Introduce graduate nursing students to the skills and procedures used in the management of critically ill patients.

New or revised Materials and Supply Fees? □ Yes  □ No  If yes, also complete the Materials and Supply Fee Request Form.
Repeat for credit? □ Yes  □ No  If yes, indicate the total times this course may be used in the degree program. 2
Repeat within same semester? □ Yes  □ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 6210

Graded S/U? □ Yes  □ No
Split-Level Class: □ Yes  □ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
□ Odd Fall  □ Odd Spring  □ Odd Summer  □ Every Semester
□ Even Fall  □ Even Spring  □ Even Summer  □ Occasional

Intended Utilization of Course
The course will be used primarily as:
□ Required Course  □ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

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What majors require or recommend this course for graduation?  DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite?  ☑ Yes  ☐ No

If yes, have the involved major departments been informed, in writing, of proposed deletion?  ☑ Yes  ☐ No

If not, explain

Notes:

Approval Signatures

Department Chair

College Academic Standards

College Dean

Graduate Council

Vice President for Research and
Dean of the College of Graduate Studies

Date 10/4/16

Date 10/4/16

Date 10/4/16

Date

Date

Date

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<tr>
<td>Proposed Course Revision</td>
<td>NGR</td>
<td>6175</td>
<td>Critical Care Pharmacology</td>
<td>3(3,0)</td>
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</table>

30 Character Abbreviation: Critical Care Pharm.

Course Description (25 word limit)

Provides a general overview of the pharmacologic agents unique to the care of the critically ill and medically-complex unstable adult-gerontology client.

New or revised Materials and Supply Fees? □ Yes □ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? □ Yes □ No If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? □ Yes □ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 6172 Pharmacology for Advanced Nursing Practice

Graded S/U? □ Yes □ No

Split-Level Class: □ Yes □ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level courses:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will the course be offered?

□ Odd Fall □ Odd Spring □ Odd Summer □ Every Semester
□ Even Fall □ Even Spring □ Even Summer □ Occasional

Intended Utilization of Course

The course will be used primarily as:
□ Required Course □ Elective Course

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☑ Yes ☐ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☑ Yes ☐ No

If not, explain

Notes:

Approval Signatures

Department Chair: [Signature] Date 10/4/16
College Academic Standards: [Signature] Date 10/4/16
College Dean: [Signature] Date 10/4/16
Graduate Council: [Signature] Date
Vice President for Research and Dean of the College of Graduate Studies: [Signature] Date
Graduate Course Action Request Form

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information
College: College of Nursing
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Approved Graduate Faculty/Scholars: Christopher Blackwell

<table>
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<tr>
<th>Current or New Course</th>
<th>Course Prefix</th>
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<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td></td>
<td>NGR</td>
<td>6211</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner II</td>
<td>3(3,0)</td>
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</table>

30 Character Abbreviation: Adult-Gero. Acute Care NP II

Course Description (25 word limit)
Complex care of the stable and unstable adult-gerontology patient with complex cardiovascular, pulmonary, hematological, renal, and commonly occurring health care problems.

New or revised Materials and Supply Fees? ☐ Yes ☑ No If yes, also complete the Materials and Supply Fee Request Form.
Repeat for credit? ☑ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2
Repeat within same semester? ☐ Yes ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.
Prerequisite(s) and/or Corequisite(s): NGR 6210, NGR 6230L, NGR 6211L
Graded S/U? ☐ Yes ☑ No
Split-Level Class: ☐ Yes ☑ No

If offering a split-level course, complete this section even if it had been approved earlier for individual delivery.
List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☑ Every Semester
☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☐ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? □ Yes □ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? □ Yes □ No

If not, explain

Notes:

Approval Signatures

Department Chair ___________________________ Date 10/4/16
College Academic Standards ___________________________ Date 10/4/16
College Dean ___________________________ Date 10/4/16
Graduate Council ___________________________ Date 
Vice President for Research and Dean of the College of Graduate Studies ___________________________ Date 

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information
College: College of Nursing
Department: ____________________________
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Phone: 407 823 3079
Approved Graduate Faculty/Scholars: Christopher Blackwell

<table>
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<tr>
<th>Current or New Course</th>
<th>Course Prefix</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6211L</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner II Clinical</td>
<td>3(3,0)</td>
</tr>
</tbody>
</table>

30 Character Abbreviation: Adult-Gero ACNP II Clinical

Course Description (25 word limit)
Complex clinical care of the stable and unstable adult-gerontology patient with complex cardiovascular, pulmonary, hematological, renal, and commonly occurring health care problems.

New or revised Materials and Supply Fees? ☐ Yes ☒ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☒ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 6210, NGR 6230L, NGR 6211

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☒ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☒ Every Semester
☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☒ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation?

DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? □ Yes □ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? □ Yes □ No

If not, explain

Notes:

Approval Signatures

Department Chair

Date 10/4/16

College Academic Standards

Date 10/4/16

College Dean

Date 10/4/16

Graduate Council

Date

Vice President for Research and

Dean of the College of Graduate Studies

Date
Graduate Course Action Request Form

Course additions and course revisions must be accompanied by a course syllabus and rationales. Departments must also submit an electronic syllabus to the college curriculum person.

<table>
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<tr>
<th>Current or New Course</th>
<th>Course Prefix</th>
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<td>NGR</td>
<td>6212</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner III</td>
<td>3(3.0)</td>
</tr>
</tbody>
</table>

Approved Graduate Faculty/Scholars: Christopher Blackwell

College: College of Nursing
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Department: ____________________________ Phone: 407 823 3079

30 Character Abbreviation: Adult-Gero. Acute Care NP III

Course Description (25 word limit):
Complex care of the stable and unstable adult-gerontology patient with complex endocrine, anesthetic, gastrointestinal, and commonly occurring health care problems in acutely ill young, middle and older adults.

New or revised Materials and Supply Fees? ☐ Yes ☑ No If yes, also complete the Materials and Supply Fee Request Form.
Repeat for credit? ☑ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2
Repeat within same semester? ☐ Yes ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.
Prerequisite(s) and/or Corequisite(s): NGR 6210, NGR 6230L NGR 6211

Graded S/U? ☑ Yes ☐ No
Split-Level Class: ☑ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: ____________________________

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☑ Every Semester
☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☑ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☑ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☑ No

If not, explain

Notes:

Approval Signatures

Department Chair: [Signature] Date: 10/4/16

College Academic Standards: [Signature] Date: 10/4/16

College Dean: [Signature] Date: 10/4/16

Graduate Council: [Signature] Date: 

Vice President for Research and Dean of the College of Graduate Studies: [Signature] Date: 

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information
College: College of Nursing
Department: 
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Phone: 407 823 3079
Approved Graduate Faculty/Scholars: Christopher Blackwell

<table>
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<tr>
<td>Current or New Course</td>
<td>NGR</td>
<td>6212L</td>
<td>Adult-Gerontology Acute Care III Clinical</td>
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<tr>
<td>Proposed Course Revision</td>
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30 Character Abbreviation: Adult-Gero ACNP III Clinical

Course Description (25 word limit)
Complex clinical care of the whole and unstable adult-gerontology patient with complex endocrine, neurologic, musculoskeletal, and commonly occurring health care problems in acutely and critically ill young, middle aged and older adults.

New or revised Materials and Supply Fees? ☐ Yes ☑ No
If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☐ Yes ☑ No
If yes, indicate the total times this course may be used in the degree program: 2

Repeat within same semester? ☐ Yes ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 6212, NGR 6211L NGR 6211

Graded S/U? ☐ Yes ☑ No

Split-Level Class: ☐ Yes ☑ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: 

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☐ Every Semester
☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☐ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? □ Yes □ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? □ Yes □ No

If not, explain

Notes:

Approval Signatures

Department Chair

College Academic Standards

College Dean

Graduate Council

Vice President for Research and
Dean of the College of Graduate Studies

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

Course Information
College: College of Nursing
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP
Approved Graduate Faculty/Scholars: Christopher Blackwell

<table>
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<tr>
<td></td>
<td>NGR</td>
<td>6215L</td>
<td>Adult-Gerontology Acute Care Nurse Practitioner Practicum</td>
<td>3(3.0)</td>
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30 Character Abbreviation: Adult-Gero ACNP Practicum

Course Description (25 word limit)
Final clinical course covering care of the stable and unstable adult-gerontology patient with common and complex occurring health care problems in acutely and critically ill young, middle and older adults.

Now or revised Materials and Supply Fees? ☑ Yes ☐ No If yes, also complete the Materials and Supply Fee Request Form.
Repeat for credit? ☑ Yes ☐ No If yes, indicate the total times this course may be used in the degree program.
Repeat within same semester? ☑ Yes ☐ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.
Prerequisite(s) and/or Corequisite(s): NGR 6212, NGR 6212L
Graded S/U? ☑ Yes ☐ No
Split-Level Class: ☑ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
- ☑ Odd Fall ☐ Odd Spring ☐ Odd Summer ☑ Every Semester
- ☑ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
- ☑ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☑ Yes ☐ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☑ Yes ☐ No

If not, explain

Notes:

Approval Signatures

Department Chair ☑ ioskioi ☑ Date 10/4/16

College Academic Standards ☑ ioskioi ☑ Date 10/4/16

College Dean ☑ ioskioi ☑ Date 10/4/16

Graduate Council ☑ Date

Vice President for Research and Dean of the College of Graduate Studies Date

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

Course Information
College: College of Nursing  Department:
Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP  Phone: 407 823 3079
Approved Graduate Faculty/Scholars: Christopher Blackwell

<table>
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<td>Proposed Course Revision</td>
<td>NGR</td>
<td>7065</td>
<td>Advanced Clinical Management for APN</td>
<td>3(3,0)</td>
</tr>
</tbody>
</table>

30 Character Abbreviation: Advanced Clinical Mgmt for APN

Course Description (25 word limit)
Advanced diagnostic reasoning and analysis of clients with complex health maintenance, health promotion and illness management specific to specialty. May be used in the degree program a maximum of 2 times.

New or revised Materials and Supply Fees? ☐ Yes ☑ No  If yes, also complete the Materials and Supply Fee Request Form.
Repeat for credit? ☑ Yes ☐ No  If yes, indicate the total times this course may be used in the degree program: 2
Repeat within same semester? ☐ Yes ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 7748L

Graded S/U? ☐ Yes ☑ No

Split-Level Class: ☐ Yes ☑ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering
When will the course be offered?
☐ Odd Fall  ☐ Odd Spring  ☐ Odd Summer  ☑ Every Semester
☐ Even Fall  ☐ Even Spring  ☐ Even Summer  ☐ Occasional

Intended Utilization of Course
The course will be used primarily as:
☑ Required Course ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☑ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☑ No

If not, explain

Notes:

Approval Signatures

Department Chair  [Signature]
Date 10/4/16

College Academic Standards  [Signature]
Date 10/4/16

College Dean  [Signature]
Date

Graduate Council

Vice President for Research and
Dean of the College of Graduate Studies

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Course Action Request Form

☐ Course Addition  ☑ Course Revision  ☐ Course Deletion

Forward to your college office

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information

College: College of Nursing

Department Chair: Susan K. Chase, EdD, RN, FNP-BC, FNAP

Approved Graduate Faculty/Scholars: Diane Andrews

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<th>Current or New Course</th>
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<td>Proposed Course Revision</td>
<td>NGR</td>
<td>7793</td>
<td>Leadership and Economics in Advanced Practice Nursing</td>
<td>3(3.0)</td>
</tr>
</tbody>
</table>

30 Character Abbreviation: Leadership and Economics APN

Course Description (25 word limit)

Advanced analysis of management, leadership theories/strategies, finance and resource management and the health care systems and economic structures in Advanced Practice Nursing.

New or revised Materials and Supply Fees? ☐ Yes  ☑ No  If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit?  ☑ Yes  ☐ No  If yes, indicate the total times this course may be used in the degree program.

Repeat within same semester?  ☐ Yes  ☑ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): NGR 7891

Graded S/U?  ☐ Yes  ☑ No

Split-Level Class?  ☐ Yes  ☑ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will the course be offered?

☐ Odd Fall  ☐ Odd Spring  ☐ Odd Summer  ☐ Every Semester

☐ Even Fall  ☐ Even Spring  ☐ Even Summer  ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☑ Required Course  ☐ Elective Course
Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

To accommodate curricular changes.

What majors require or recommend this course for graduation? DNP, FNP, AGPCNP, AGACNP

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

N/A

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? □ Yes □ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? □ Yes □ No

If not, explain

Notes:

Approval Signatures

Department Chair

College Academic Standards

College Dean

Graduate Council

Vice President for Research and
Dean of the College of Graduate Studies

UCF College of Graduate Studies – P.O. Box 160112, Orlando, FL 32816-0112
Graduate Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Doctor of Nursing Practice-Adult/Gerontology Primary Care NP

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

See attached

Briefly list curriculum changes in bullet format. 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.

- Track will no longer offer a Master's along the way.
- Total credit hours reduced to 72
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: ____________________________________________

A proposed 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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

Impact on Current Students
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 attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☑ Yes □ No
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  
Program Coordinator  
SUSAN CHASE  
(Signature)  
Date 10/4/16

Department Chair (Print)  
/Director  
SUSAN CHASE  
(Signature)  
Date 10/4/16

College Academic (Print)  
Standards  
JOSIE WEISS  
(Signature)  
Date 10/4/16

College Dean (Print)  
ML SOLE  
(Signature)  
Date 10/4/16

Graduate Council (Print)  

(Signature)  

Date

Vice President for Research and Dean of the College of Graduate Studies
(Print)  
(Signature)  
Date

Approval

Provost and Executive Vice President  

Date

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
DNP Adult-Gerontology Primary Care Nurse Practitioner Track

TRACK DESCRIPTION

The Doctor of Nursing Practice (DNP) program in the Adult/Gerontology Primary Care Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

The DNP Adult/Gerontology Primary Care Nurse Practitioner Track allows students to earn an MSN along the way to the Doctor of Nursing Practice (DNP). This MSN allows students in the DNP program to sit for certification examinations when they have completed the list of courses required. Certification care for primary care patients from adolescence through old age in primary care and home care settings, incorporating DNP Essentials in practice with a culminating DNP project authorizes them to function in the advanced role while they complete the DNP curriculum.

Show Program Description

Program Objectives

The objectives of the DNP program are to prepare graduates to:

- Critically analyze complex clinical situations and practice systems.
- Assume leadership roles in the development of clinical practice models, health policy and standards of care.
- Demonstrate advanced diagnostic reasoning skills and clinical judgment through scholarship and nursing practice.
- Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.
- Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and health care systems.
- Design, implement, and evaluate comprehensive care to clients within an area of advanced practice specialization.

CURRICULUM

The DNP Adult/Gerontology Primary Care Nurse Practitioner track allows students to earn a MSN along the way to the Doctor of Nursing Practice (DNP) and therefore requires a minimum...
of 782 credit hours beyond the baccalaureate degree. The curriculum includes 42 credits of core courses shared with other DNP tracks, 12 credits of APN core and 18 credits of specialty courses, as include 42 credit hours of master’s level courses following which students complete an additional 40 credit hours of doctoral level courses including 9 credit hours of a DNP Project. A total of 1,020 practicum hours including those leading to the MSN are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are located in the Advanced Practice DNP Adult-Gerontology DNP Handbook.

Total Credit Hours Required:
782 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisite Courses—8 Credit Hours

Students with a bachelor’s degree in a discipline other than nursing will be required to take the following courses prior to taking required program courses. Consistent with graduate nursing program policies, courses must be completed with a grade of “B” or better.

- NUR 3805 Dimension of Professional Practice (3 credit hours)
- NUR 4637L Public Health Nursing (2 credit hours)
- NUR 3165 Nursing Research (3 credit hours)

Required Courses for the MSN—42 Credit Hours

Advanced Practice Core Courses—24 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour, 60 clinical hours)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 5800 Theory for Advanced Nursing Practice (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6813 Evidence-Based Nursing Practice (3 credit hours)

Specialty Courses: Adult/Gerontology Nurse Practitioner—18 Credit Hours

- NGR 6201 Adult I Primary Care (3 credit hours)
Required Courses for the DNP Core Courses—DNP—420 Credit Hours

The DNP courses serve to enhance the skill and science base of the graduate and strengthen the focus on research utilization. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency.

- NGR 5800 Theory for Advanced Nursing Practice (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for Advanced Practice Nursing (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APNs (4 credit hours, 180 clinical hours)
- NGR 7792 Healthcare Systems and Policy (3 credit hours)
- NGR 7911C DNP Project I (3 credit hours, 60 clinical hours)
- NGR 7912C DNP Project II (3 credit hours, 120 clinical hours)
- NGR 7913 DNP Project III (3 credit hours)

Specialty Courses: Adult/Gerontology Nurse Practitioner—18 Credit Hours

- NGR 6201 Adult I Primary Care (3 credit hours)
- NGR 6240L Adult I Clinical for APNs (3 credit hours, 180 clinical hours)
- NGR 6202L Adult II Primary Care Clinical (2 credit hours, 120 clinical hours)
- NGR 6334 Women's Health for APNs (2 credit hours)
- NGR 6262 Gerontologic Care for APNs (3 credit hours)
- NGR 6263 Gerontologic Care Clinical for NPs (2 credit hours, 120 clinical hours)
- NGR 6248L Advanced Practice Practicum (3 credit hours, 180 clinical hours)
NGR 6248L Advanced Practice Practicum (3 credit hours; 180 clinical hours)

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

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

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below B are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

- All course work completed with a minimum grade of "B"
- A satisfactory DNP Project
- Clinical performance evaluated at a satisfactory level
- A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
- BSN degree from an accredited institution.*
- Undergraduate Statistics course.
- Official, competitive GRE score taken within the last five years.
- Licensure as a registered nurse in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
  - Discuss the impact of the graduate nursing education in your desired track on the evolution of your professional role.
  - Describe the path you would take to ensure success in your graduate nursing education.
  - Identify one significant contemporary issue or problem in U.S. health care and explore how members of the nursing profession can help address that issue or solve that problem.

- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- An interview with faculty may also be required.

*For Students with an RN license and a Bachelor’s degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Admission to the program is competitive, based on evaluations of the applicant's abilities, past performance, recommendations, FDLE/FBI finger printing and certified background checks, and the match of UCF programs with the applicant's career goals. The College of Nursing accepts
most qualified students. Since enrollment is limited, not all students who apply may be accepted, even if minimum requirements are met.

Application Deadlines

<table>
<thead>
<tr>
<th>Adult-Gerontology Primary Care Nurse Practitioner</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
Selected data/rationale that drove our need to evaluate the current DNP curriculum plan:

1. Poor retention rates of postBSN to DNP students beyond receipt of the MSN.
2. Inconsistent involvement in DNP intensive, as DNP coursework is non-existent in first few years of current curriculum.
3. No opportunity for students to consider the influence a DNP could have on the healthcare system along the way to NP.
4. Difficulty expressed by students in finding a site amenable to a QI project as a new hire.
5. Repetitive exit interviews challenging the necessity of NGR6813 (EBP) - students reflected that concepts were previously taught, learned and practiced in NGR6801 (Research).
6. Movement across the nation among universities and credentialing/guiding organizations, to discontinue the MSN as a point of entry into NP practice.
7. Support for increasing the body of practice doctorates to lead change in healthcare and positively affect patient outcomes.
8. Steadfast and escalating enrollment competition among public and proprietary schools seeking to streamline the student experience without sacrificing quality and outcomes.
9. High certification scores for core NP classes.
10. Large number of DNP students entering NGR7855C and NGR7911C without clarity on plan or site to conduct final project.
11. Need to keep the student in the clinical environment until graduation.
12. High number of DNPs serving in educational roles.
13. Request from students for FT postMSN DNP track.
14. Necessity to embrace a "core" curriculum for a DNP student in any program track at UCF.
Post-BSN to DNP
Adult/Gero Primary Care NP
Full-time (9 semesters)
Fall Admission

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<td>NGR 6801 Research Methods</td>
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<td>NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice</td>
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<td>NGR 5638 Health Promotion</td>
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<td>NGR 6874 Nursing Environment Management</td>
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<td>(9 credits)</td>
<td>NGR 7827 Concepts, Measurement, and Data Management</td>
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<td></td>
<td>NGR 7892 Healthcare Systems and Policy</td>
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<td>Summer 1</td>
<td>NGR 5141 Pathophysiological Bases for Advanced Nursing Practice</td>
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<tr>
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<td>NGR 6172 Pharmacology for Advanced Nursing Practice</td>
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<td>NGR 7673 Epidemiology Principles in Advanced Practice Nursing</td>
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Faculty List

Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Veronica Decker, DNP, MBA, MS, RN, BSN
Dawn Eckhoff, MSN, CPNP
Joellen Edwards, PhD, RN, FAAN
Frank Guido-Sanz, PhD, ARNP, ANP-BC
Loretta “Lori” Forlaw, PhD, RN, FACHE
Julie Hinkle, PhD, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Angela Ritten, DNP, ARNP, FNP-BC
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP
Graduate Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatemigration.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ All course action requests that will be needed to implement the curriculum changes.

☑ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Spring 2018

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Doctor of Nursing Practice - Advanced Practice

Please check all that apply: This action affects: □ Program □ Track □ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

See attached

Briefly list curriculum changes in bullet format. 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.

- Total credit hours reduced to 42
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:

A proposed 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.
If you are ONLY making a name change, skip the "Impact on Current Students" section.

Impact on Current Students
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 attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☑ Yes ☐ No
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of assistantship students</th>
<th>Source of funds</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Number of tuition remissions</th>
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</tbody>
</table>
Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  SUSAN K CHASE (Signature)  LORRAINE K COON  Date 10/4/16
Program Coordinator

Department Chair (Print)  SUSAN K CHASE (Signature)  LORRAINE K COON  Date 10/4/16
/ Director

College Academic (Print)  JOSIE WEISS (Signature)  JOSIE WEISS  Date 10/3/16
Standards

College Dean (Print)  MIDDLE (Signature)  MIDDLE  Date 10/4/16

Graduate Council (Print)  (Signature)  Date

Vice President for Research and Dean of the College of Graduate Studies
(Print)  (Signature)  Date

Approval

Provost and Executive Vice President  Date

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
Advanced Practice DNP

TRACK DESCRIPTION

The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP Project.

Program Objectives

The objectives of the DNP program are to prepare graduates to:

- Critically analyze complex clinical situations and practice systems.
- Assume leadership roles in the development of clinical practice models, health policy and standards of care.
- Demonstrate advanced diagnostic reasoning skills and clinical judgment through scholarship and nursing practice.
- Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.
- Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and health care systems.
- Design, implement, and evaluate comprehensive care to clients within an area of advanced practice specialization.

NOTE FOR INTERNATIONAL STUDENTS: Please contact the College of Nursing at gradnurse@ucf.edu or 407-823-2744 prior to applying to this online program.

International students (F or J visa) are required to enroll in a full time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

Please note: This program may be completed online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees. See http://ucf.edu/online for more information.
students, please visit www.international.ucf.edu. If you have questions, please consult International Affairs and Global Strategies at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

**CURRICULUM**

The Doctor of Nursing Practice (DNP) curriculum requires a minimum of 424 credit hours beyond the master’s degree, including 271 credit hours of core courses, 92 credit hours of electives, and 69 credit hours of a DNP Project. The total clinical hours (including those hours accrued in MSN degree) will be 1000. The total clinical hours noted in this curriculum are based on an MSN total of 500 hours. Actual hours may vary depending on a review of MSN program hours accrued demonstrated on entry into the program. The core courses have been carefully constructed to incorporate the AACN competencies for DNP graduates. Details about this program are located in the Nursing DNP Handbook.

Applicants not holding an appropriate MSN degree as described in the application section may enter the post-MSN certificates through one of the two tracks: Adult/Gerontology Nurse Practitioner or Family Nurse Practitioner.

**Total Credit Hours Required:**
432 Credit Hours Minimum beyond the Master's Degree

Students will take course work corresponding to which incorporates The Essentials of Doctoral Education for Advanced Nursing Practice (American Association of Colleges of Nursing (AACN), 2006), the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies—Essentials address the following:

1. Scientific underpinning for practice
2. Organizational and systems leadership for quality improvement and systems thinking
3. Clinical scholarship and analytical methods for evidence-based practice
4. Information systems/technology and patient care technology for the improvement and transformation of health care
5. Health care policy for advocacy in health care
6. Inter-professional collaboration for improving patient and population health outcomes
7. Clinical prevention and population health for improving the nation’s health
8. Advanced nursing practice

**Required Core DNP Courses—31-3327 Credit Hours**

The core DNP courses serve to enhance the skill and science base of the graduate and strengthen the focus on evidence-based practice. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery.
An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency.

- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7673 Epidemiological Principles for APN (3 credit hours)
- NGR 7065 Advanced Clinical Management for APN (3 credit hours)
- NGR 7855C Evidenced-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (4-3 credit hours; 60-180 clinical hours)
- NGR 7827 Concepts, Measurement, and Data Management (3 credit hours)
- NGR 7793 Leadership and Economics in APN (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 7795C Program Development and Management for DNP (3 credit hours; 120 clinical hours)

Elective—93 Credit Hours

- Electives (93 credit hours)

DNP Project—69 Credit Hours

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

- NGR 7911C Doctoral Project 1 (3 credit hours; 60 clinical hours)
- NGR 7912C Doctoral Project 2 (3 credit hours; 120 clinical hours)
- NGR 7913 Doctoral Project 3 (3 credit hours)

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

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

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

**Progress to Degree**

Students are required to maintain a 3.0 grade point average. Grades below B are not acceptable in the doctoral program in the College of Nursing. Students who receive a grade of below B in any course are subject to dismissal from the DNP program and will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

**Graduation Requirements**

- All course work completed with a minimum grade of “B”
- A satisfactory DNP Project
- Clinical performance evaluated at a satisfactory level
- A satisfactory public presentation of the DNP Project

**Equipment Fee**

Full-time students in the Nursing Practice DNP program pay a $90 equipment fee each semester that they are enrolled. Part-time students pay $45 each semester.

**Independent Learning**

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

**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.
- MSN degree in an APN specialty role or a post-MSN certificate (NP, CNS, CRNA, CNM) from an accredited institution.
• Official, competitive GRE score taken within the last five years.
• Advanced Registered Nurse Practitioner (ARNP) licensure in the State of Florida required. (Out of state applicants must be eligible for licensure in Florida and must achieve ARNP licensure to begin clinical courses.)
• Certification as an APN or ability to obtain it in the first semester of enrollment is required.
• A personal interview may be required with two members of the College of Nursing Doctoral Committee.
• Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
  o Discuss the impact of the graduate nursing education in your desired track on the evolution of your professional role.
  o Describe the path you would take to ensure success in your graduate nursing education.
  o Identify one significant contemporary issue or problem in U.S. health care and explore how members of the nursing profession can help address that issue or solve that problem.

• Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates this can include accomplishments as a student.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Admission to the program is competitive, based on evaluations of the applicant's abilities, past performance, recommendations, FDLE/FBI finger printing and certified background checks, and the match of UCF programs with the applicant's career goals. The College of Nursing accepts the most qualified students. Since enrollment is limited, not all students who apply may be accepted, even if minimum requirements are met.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Advanced Practice DNP</th>
<th><em>Fall Priority</em></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Domestic Applicants</td>
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<td>Sep 15</td>
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<tr>
<td>International Applicants</td>
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<td>Jul 1</td>
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<tr>
<td>International Transfer Applicants</td>
<td>-</td>
<td>-</td>
<td>Sep 1</td>
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</table>
Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

NOTE FOR INTERNATIONAL STUDENTS: Please contact the College of Nursing at gradnurse@ucf.edu or 407-823-2744 prior to applying to this online program.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

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UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.
Program Profile

Faculty Profile

Diane Andrews, PhD

Program Stats

Contact Info

Request Information

Graduate Program

Angela Ritten DNP, ARNP, FNP-BC
Assistant Professor

angela.ritten@ucf.edu
Telephone: 407-823-2625
UTWR 419
Graduate Admissions

Emery Carr

ggradadmissions@ucf.edu
Telephone: 407-823-2766

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

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.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@ucf.edu
http://finaid.ucf.edu
Selected data/rationale that drove our need to evaluate the current DNP curriculum plan:

1. Poor retention rates of postBSN to DNP students beyond receipt of the MSN.
2. Inconsistent involvement in DNP intensive, as DNP coursework is non-existent in first few years of current curriculum.
3. No opportunity for students to consider the influence a DNP could have on the healthcare system along the way to NP.
4. Difficulty expressed by students in finding a site amenable to a QI project as a new hire.
5. Repetitive exit interviews challenging the necessity of NGR6813 (EBP) - students reflected that concepts were previously taught, learned and practiced in NGR6801 (Research).
6. Movement across the nation among universities and credentialing/guiding organizations, to discontinue the MSN as a point of entry into NP practice.
7. Support for increasing the body of practice doctorates to lead change in healthcare and positively affect patient outcomes.
8. Steadfast and escalating enrollment competition among public and proprietary schools seeking to streamline the student experience without sacrificing quality and outcomes.
9. High certification scores for core NP classes.
10. Large number of DNP students entering NGR7855C and NGR7911C without clarity on plan or site to conduct final project.
11. Need to keep the student in the clinical environment until graduation.
12. High number of DNPs serving in educational roles.
13. Request from students for FT postMSN DNP track.
14. Necessity to embrace a "core" curriculum for a DNP student in any program track at UCF.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credit hours</th>
<th>Clinical hours</th>
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<td></td>
<td><strong>NGR 7855C</strong> Evidence-Based Practice Development for DNP</td>
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<td>Summer 1</td>
<td><strong>NGR 7820</strong> Innovative Technologies in Healthcare</td>
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<td>Fall 2</td>
<td><strong>NGR 7911C</strong> DNP Project 1</td>
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<tr>
<td>(9 credits)</td>
<td><strong>NGR 7673</strong> Epidemiology Principles in Advanced Practice Nursing</td>
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<td>Spring 2</td>
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<td>(9 credits)</td>
<td><strong>NGR 7793</strong> Leadership and Economics in Advanced Practice Nursing</td>
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<td><strong>NGR Elective #2</strong></td>
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**Total hours** 42 420
Post-MSN to DNP  
Advanced Practice  
Part-time (7 semesters)  
Spring Admission

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<td>NGR 7793 Leadership and Economics in Advanced Practice Nursing</td>
<td>3</td>
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</tbody>
</table>

Total hours 42 420
Faculty List

Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Veronica Decker, DNP, MBA, MS, RN, BSN
Dawn Eckhoff, MSN, CPNP
Joellen Edwards, PhD, RN, FAAN
Frank Guido-Sanz, PhD, ARNP, APN-BC
Loretta “Lori” Forlaw, PhD, RN, FACHE
Julie Hinkle, PhD, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Angela Ritten, DNP, ARNP, FNP-BC
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP
Graduate Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Doctor of Nursing Practice- Family Nurse Practitioner

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

See attached

Briefly list curriculum changes in bullet format. 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.

- Track will no longer offer a Master's along the way.
- Total credit hours reduced to 74
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: ____________________________

A proposed 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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

Impact on Current Students
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 attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☑ Yes ☐ No
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support — assistantships, fellowships, and tuition remission.)

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<tr>
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<th>Source of funds</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Number of tuition remissions</th>
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<tr>
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</table>
Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  SUSAN CHASE (Signature)  Yvonne K. Cleary  Date 10/4/16

Program Coordinator

Department Chair (Print)  SUSAN CHASE (Signature)  Yvonne K. Cleary  Date 10/4/16

/Director

College Academic (Print)  JOSIE WEISS (Signature)  Josie Weiss  Date 10/3/16

Standards

College Dean (Print)  M. L. MILLER (Signature)  M. L. MILLER  Date 10/4/16

Graduate Council (Print)  (Signature)  Date  

Vice President for Research and Dean of the College of Graduate Studies

(Print)  (Signature)  Date  

Approval

Provost and Executive Vice President  Date  

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
DNP Family Nurse Practitioner Track

TRACK DESCRIPTION

The Doctor of Nursing Practice (DNP) program in the Family Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project. The DNP Family Nurse Practitioner Track prepares students to care for primary care patients across the lifespan in primary care and home care settings, incorporating DNP Essentials in practice with a culminating DNP project. **Program Objectives**

The objectives of the DNP program are to prepare graduates to:

- Critically analyze complex clinical situations and practice systems.
- Assume leadership roles in the development of clinical practice models, health policy and standards of care.
- Demonstrate advanced diagnostic reasoning skills and clinical judgment through scholarship and nursing practice.
- Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.
- Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and health care systems.
- Design, implement, and evaluate comprehensive care to clients within an area of advanced practice specialization.

CURRICULUM

The DNP Family Nurse Practitioner track requires a minimum of 74 credit hours beyond the baccalaureate degree. The curriculum includes 40 credits of core courses shared with other DNP tracks, 12 credits of APN core and 22 credits of specialty courses. A total of 1,020 practicum hours are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are located in the Advanced Practice DNP [Family Adult-Gerontology DNP Handbook](#).

**Total Credit Hours Required:**

86-74 Credit Hours Minimum beyond the Bachelor's Degree
Prerequisite Courses—8 Credit Hours

Students with a bachelor's degree in a discipline other than nursing will be required to take the following courses prior to taking required program courses. Consistent with graduate nursing program policies, courses must be completed with a grade of "B" or better.

- NUR 3805 Dimensions of Professional Practice (3 credit hours)
- NUR 4637L Public Health Nursing (2 credit hours)
- NUR 3165 Nursing Research (3 credit hours)

Required Courses for the MSN—46 Credit Hours

DNP Core Courses—24 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 clinical credit hour, 60 clinical hours)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (2 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 5800 Theory for Advanced Nursing Practice (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6813 Evidence-Based Nursing Practice (3 credit hours)
- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for Advanced Practice Nursing (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (1 credit hour, 60 clinical hours)
- NGR 7793C Program Development and Management (3 credit hours, 120 clinical hours)
- NGR 7793C Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7827 Concepts, Measurement, and Data Management (3 credit hours)
- NGR 7855C Evidence-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7911C DNP Project 1 (3 credit hours, 60 clinical hours)
- NGR 7912C DNP Project 2 (3 credit hours, 120 clinical hours)
- NGR 7913C DNP Project 3 (3 credit hours)

Advanced Practice Core Courses – 12 Credit Hours
Specialty Courses: Family Nurse Practitioner—22 Credit Hours

- NGR 6201 Adult I Primary Care (3 credit hours)
- NGR 6240L Adult I Clinical for APNs (3 credit hours, 180 clinical hours)
- NGR 6263 Gerontologic Care for APNs (3 credit hours)
- NGR 6263L Gerontologic Care Clinical for NPs (2 credit hours, 120 clinical hours)
- NGR 6305 Pediatric Primary Care (3 credit hours)
- NGR 6305L Pediatric Primary Care Clinical (2 credit hours, 120 clinical hours)
- NGR 6334 Women’s Health for APNs (2 credit hours)
- NGR 6342L Women’s Health for APNs Clinical (1 credit hour, 60 clinical hours)
- NGR 6248L Advanced Practice Practicum (3 credit hours, 180 clinical hours)

Required Courses for the DNP—40 Credit Hours

The core DNP courses serve to enhance the skill and science base of the graduate and strengthen the focus on research utilization. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency.

- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for Advanced Practice Nursing (3 credit hours)
- NGR 7672 Epidemiology Principles in Advanced Practice Nursing (2 credit hours)
- NGR 7705L Advanced Clinical Practice Selective for APN (1 credit hour, 60 clinical hours)
- NGR 7770C Program Development and Management (2 credit hours, 120 clinical hours)
- NGR 7792 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7827 Concepts, Measurement, and Data Management (2 credit hours)
- NGR 7855C Evidence-Based Practice Development for DNP (2 credit hours, 60 clinical hours)
- NGR 7892 Healthcare Systems and Policy (2 credit hours)
- NGR 7911C DNP Project 1 (2 credit hours, 60 clinical hours)
- NGR 7912C DNP Project 2 (2 credit hours, 120 clinical hours)
NGR 7913 DNP Project 3 (3 credit hours)

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade of below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below B are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

- All course work completed with a minimum grade of "B"
- A satisfactory DNP Project
- Clinical performance evaluated at a satisfactory level
- A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
- BSN degree from an accredited institution.*
- Undergraduate Statistics course.
- Official, competitive GRE score taken within the last five years.
- Licensure as a registered nurse in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
  - Discuss the impact of the graduate nursing education in your desired track on the evolution of your professional role.
  - Describe the path you would take to ensure success in your graduate nursing education.
Identify one significant contemporary issue or problem in U.S. health care and explore how members of the nursing profession can help address that issue or solve that problem.

- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- An interview with faculty may also be required.

*For Students with a RN and a Bachelor’s degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Admission to the program is competitive, based on evaluation of the applicant’s abilities, past performance, recommendations, FDLE/FBI finger printing and certified background checks, and the match of UCF’s master’s programs with career goals. The College of Nursing accepts the most qualified students. Since enrollment is limited, not all students who apply may be accepted, even if minimum requirements are met.

Application Deadlines

<table>
<thead>
<tr>
<th>Family Nurse Practitioner</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<td>Feb 15</td>
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<tr>
<td>International Applicants</td>
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<td>Jan 15</td>
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<td>International Transfer Applicants</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
Selected data/rationale that drove our need to evaluate the current DNP curriculum plan:

1. Poor retention rates of postBSN to DNP students beyond receipt of the MSN.
2. Inconsistent involvement in DNP intensive, as DNP coursework is non-existent in first few years of current curriculum.
3. No opportunity for students to consider the influence a DNP could have on the healthcare system along the way to NP.
4. Difficulty expressed by students in finding a site amenable to a QI project as a new hire.
5. Repetitive exit interviews challenging the necessity of NGR6813 (EBP) - students reflected that concepts were previously taught, learned and practiced in NGR6801 (Research).
6. Movement across the nation among universities and credentialing/guiding organizations, to discontinue the MSN as a point of entry into NP practice.
7. Support for increasing the body of practice doctorates to lead change in healthcare and positively affect patient outcomes.
8. Steadfast and escalating enrollment competition among public and proprietary schools seeking to streamline the student experience without sacrificing quality and outcomes.
9. High certification scores for core NP classes.
10. Large number of DNP students entering NGR7855C and NGR7911C without clarity on plan or site to conduct final project.
11. Need to keep the student in the clinical environment until graduation.
12. High number of DNPs serving in educational roles.
13. Request from students for FT postMSN DNP track.
14. Necessity to embrace a "core" curriculum for a DNP student in any program track at UCF.
# Post-BSN to DNP

## Family Nurse Practitioner

**Full-time (9 semesters)**

**Fall Admission**

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Faculty List

Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Veronica Decker, DNP, MBA, MS, RN, BSN
Dawn Eckhoff, MSN, CPNP
Joellen Edwards, PhD, RN, FAAN
Frank Guido-Sanz, PhD, ARNP, ANP-BC
Loretta “Lori” Forlaw, PhD, RN, FACHE
Julie Hinkle, PhD, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Angela Ritten, DNP, ARNP, FNP-BC
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP
Graduate Program Recommendation Form - ADDITIONS ONLY

This form is to be used to ADD degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☐ Library assessment of resources.

College/Unit(s) Submitting Proposal:  College of Sciences/Department of Anthropology

Proposed Effective Term/Year:  Fall 2018

Unit(s) Housing Program:  Department of Anthropology

Name of program, track and/or certificate:  Integrative Anthropological Sciences Ph.D.

Please check all that apply:  This action affects a:  ☑ Program  ☐ Track  ☐ Certificate

DELIVERY: Program will be delivered:  ☑ Face to Face  ☐ UCF Online  ☐ Mixed Delivery

Will the program be a market tuition rate program?  ☐ Yes  ☑ No

Will the program be a cost recovery program?  ☐ Yes  ☑ No

Brief description of program and rationale for the addition:  Do not add complete catalog copy here.

The proposed Ph.D. in Integrative Anthropological Sciences emphasizes cross-disciplinary empirical research on the dynamics of transformation and change in societies past and present. The program integrates methodologies from the science and technology components of Science, Technology, Engineering, and Math (STEM) with the theoretical and analytical strengths of social science to address critical social challenges. The central purpose of the program is to produce graduates with the necessary methodological expertise and analytical skills to create innovative solutions to the ongoing challenges of local and global disparities, environmental and anthropogenic crises, and the resilience and vulnerability of human populations.
**Impact on Current Students**

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 attach a list of students if possible:  
n/a

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

If yes, how will current students be impacted by the addition of a program, track or certificate?  

n/a

**Future Students**

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.

Existing undergraduate and graduate students at UCF will enroll in this program, as will local professionals. This program is unique in Florida and will draw students from other Florida institutes (data indicates that other Florida institutes only admit 35% of applicants, demonstrating an unmet need for such a program). There is no licensure or certification that depends on this degree.

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Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Students will be employable in academia and other sectors such as non-profits, government, private for-profit and non-academic research. Job titles include (but not limited to) Remote Sensing Scientists and Technologists, Social Science teachers (secondary), Cartographers and Photogrammetrists, Statistician, Professor (postsecondary), Cultural Resource Management specialist, GIS specialist, and Natural Sciences Manager.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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<th>Source of funds</th>
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Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Dr. Ty Matejowsky (Signature) tmatejow Date 9/26/2016
Program Coordinator

Department Chair (Print) Dr. Tosha Dupras (Signature) Tosha L. Dupras Date 9/26/2016
/ Director

College Academic (Print) Jan. L. Jasinski (Signature) Date 10/4/16
Standards

College Dean (Print) Michael D. Johnson (Signature) Date 10/6/16

Graduate Council (Print) (Signature) Date

Vice President for Research and Dean of the College of Graduate Studies
(Print) (Signature) Date

Approval

Provost and Executive Vice President (Signature) Date

Distribution: After approval is received from the Provost, distribution will be to:
Integrative Anthropological Sciences PhD

PROGRAM DESCRIPTION
The proposed Ph.D. in Integrative Anthropological Sciences emphasizes cross-disciplinary empirical research on the dynamics of transformation and change in societies past and present. The program integrates methodologies from the science and technology components of Science, Technology, Engineering, and Math (STEM) with the theoretical and analytical strengths of social science to address critical social challenges. The curriculum is comprised of the following basic elements: 1) a core curriculum focused on methodological expertise; 2) a topical curriculum covering the dynamics of transformation in human societies; 3) professional competence in workplace skills embedded into all courses; and 4) experiential learning via independent research. The central purpose of the program is to produce graduates with the necessary methodological expertise and analytical skills to create innovative solutions to the ongoing challenges of local and global disparities, environmental and anthropogenic crises, and the resilience and vulnerability of human populations.

CURRICULUM
The Ph.D. in Integrative Anthropological Sciences requires 51 credit hours beyond an earned master’s degree. Required course work minimally includes 12 credit hours of core courses, 24 credit hours of elective courses, and 15 hours of dissertation research. If foundational or theoretical coursework is not present in the earned master’s, remaining credit hours may consist of additional electives, doctoral research, and a maximum of 12 credit hours of directed research and independent study.

Required Courses - 12 Credit Hours
Core Courses – 9 Credit Hours
- ANG 6002 Proseminar in Anthropology (3 credit hours)
- ANG 6XXX Science, Technology, and the Transformation of Human Societies (3 credit hours)
- ANG 7XXXC Advanced Anthropological Topics in Geospatial Analysis (3 credit hours)

Research Methods - 3 Credit Hours
Select one course from the list below.
- ANG 7XXX Advanced Quantitative Methods in Anthropology (3 credit hours)
- ANG 7XXX Advanced Qualitative Methods in Anthropology (3 credit hours)

Elective Courses - 24 Credit Hours
Unrestricted Electives – 24 Credit Hours
All students in the doctoral program must complete 24 hours of unrestricted electives. The unrestricted electives offer students the opportunity to explore their interests, further advance their methodological skills, and gain interdisciplinary experience. To fulfill their unrestricted electives requirement, students may also take graduate-level courses in programs outside the department, particularly in Biology, Sociology, Political Science, History, and the College of Health and Public Affairs but, outside courses must not exceed 12 credit hours. The student’s faculty advisor and the Graduate Program Committee
must approve all graduate courses taken outside the Department. Students may also use the second methods course identified in the Core requirement as an Unrestricted Elective. The departmental course options for the Unrestricted Electives include the following:

- ANG6XXX Applied Materials Analysis in Anthropological Sciences (3 credit hours)
- ANG6XXX Food Security and Sustainability (3 credit hours)
- ANG7XXX Applied Integrative Isotopic Sciences (3 credit hours)
- ANG6XXX Advances in Bioarchaeology (3 credit hours)
- ANG6XXX Advanced Topics in Environmental Transformations (3 credit hours)
- ANG6XXX Advanced Topics in Medical Anthropology (3 credit hours)
- ANG6XXX Ethics in Anthropology (3 credit hours)
- ANG6XXX Contemporary Problems in the Anthropology of Mental Health (3 credit hours)
- ANG6XXX Contemporary Problems in the Study of Complex Societies (3 credit hours)
- ANG6XXX Advances in Archaeological Practice (3 credit hours)
- ANG6XXX Business Practices for the Anthropological Sciences (3 credit hours)
- ANG6930 Seminar in Cultural Anthropology (3 credit hours)
- ANG6821C Forensic Anthropology Field Methods (3 credit hours)
- ANG6801 Ethnographic Research Methods (3 credit hours)
- ANG6740C Advanced Forensic Anthropology (3 credit hours)
- ANG6701 Seminar in Applied Anthropology (3 credit hours)
- ANG6587 Seminar in Biological Anthropology (3 credit hours)
- ANG6520C Advanced Human Osteology (3 credit hours)
- ANG6324 Contemporary Maya (3 credit hours)
- ANG6181C GIS Applications in Anthropology (3 credit hours)
- ANG6168 The Ancient Maya (3 credit hours)
- ANG6110 Archaeological Theory and Method (3 credit hours)
- ANG5XXX Writing in Anthropology (3 credit hours)
- ANG5XXX GIS Methods in Anthropology (3 credit hours)
- ANG5853 Advanced GIS Methods in Anthropology (3 credit hours)
- ANG5822 Field Research in Maya Studies (3 credit hours)
- ANG5742 Problems in Forensic Anthropology (3 credit hours)
- ANG5738 Advanced Medical Anthropology (3 credit hours)
- ANG5622 Language, Culture, and Pedagogy (3 credit hours)
- ANG5620 Language and Culture (3 credit hours)
- ANG5531 Nutritional Anthropology (3 credit hours)
- ANG5525C Human Osteology (3 credit hours)
- ANG5486 Quantitative Research in Anthropology (3 credit hours)
- ANG5341 Caribbean Cultures (3 credit hours)
- ANG5307 Peoples and Culture of Latin America (3 credit hours)
- ANG5301 Anthropology of Tourism (3 credit hours)
- ANG5272 Culture, Power, and Development (3 credit hours)
- ANG5228 Maya Iconography (3 credit hours)
- ANG5191 Mortuary Archaeology (3 credit hours)
- ANG5167 Maya Hieroglyphs (3 credit hours)
- ANG5166 Problems in Maya Studies (3 credit hours)
- ANG5100 Archaeological Sciences (3 credit hours)
Proficiency Requirement
Prior to enrollment in dissertation hours, students are required to demonstrate a proficiency in a second language (other than English) or an additional methodological area dependent on the student’s intended research area. The language requirement may be met by achieving an average grade of B or higher in two years’ (four semesters) of a single undergraduate-level language that is relevant to the student’s research. Students may meet this requirement by providing evidence of four semesters of undergraduate enrollment with a B average prior to admission to the program, by taking the necessary undergraduate-level courses during their program of study in the Ph.D. program, or by passing a university-administered equivalent proficiency examination that places them into the 5th-semester or higher of undergraduate language classes at UCF. Students may also meet this requirement with methodological skills (for example, statistics proficiency, etc.) gained through appropriate and approved coursework. The Graduate Program Director will determine which requirement is to be met.

Dissertation - 15 Credit Hours Minimum
- ANG 7980 Dissertation Research (15 credit hours)

Examinations
Written and Oral Qualifying Examination
The written and oral examination is to be completed by each student after completion of the four required core courses, ideally at the beginning of the third semester of coursework. This examination will test students on theoretical and methodological literature pertaining to the discipline. Exam questions will be based upon the specific core course selections of individual students. Exam questions will be provided by course instructors and each exam will be assembled by the Doctoral Program Committee. If an exam-taking student’s advisor is on the Doctoral Program Committee, they must recuse themselves from the exam assembly. The written component of the Qualifying Examination will be composed of 4-8 questions, but will not exceed 60 pages in total (references additional). Students will be given 5 days to complete the exam, starting at 9:00am on the Monday before classes begin in the fall or spring semesters and ending at 5:00pm on Friday of that same week. Students are required to notify the Graduate Program Director of their intention to take the exam by June 1 for the fall semester and October 1 for the spring semester. The Exam Committee will be given 2 weeks to grade the exam and schedule the oral examination. An oral examination, to last no longer than 2 hours, will allow the Exam Committee to ask the students questions pertaining to the written examination. Immediately after the oral examination the Exam Committee will determine if the student passed the examination. A conditional pass will require students to revise and resubmit their answers to one or more questions deemed insufficient by the Exam Committee. Any student failing the examination must repeat the examination by the next fall semester. Students who fail the test in fall may re-take the exam in the spring semester. They will be given sufficient notice to meet the October 1 notification deadline. A second failed attempt will result in dismissal from the program.

Candidacy Examination – Written Proposal and Oral Defense
Advancement to candidacy will require the successful defense of a dissertation proposal. The purpose of the dissertation proposal is to explain the subject under investigation, place it within the existing scholarly literature, and to present the planned approach for writing the dissertation. The proposal defense will take place in semester prior to the one in which they intend to enroll in dissertation hours, normally during the 4th semester. Students may not schedule a proposal defense with their dissertation
committee until they have passed the written and oral qualifying exam. The oral defense will be based on a written research proposal that follows the guidelines and format of the National Science Foundation (NSF) Doctoral Dissertation Improvement Grant. Once the student has completed their proposal in consultation with their advisor they will schedule a Proposal Defense. The defense is not to last more than 90 minutes. Immediately after this defense, the student’s Dissertation Committee will meet to decide whether the student passed the written proposal and oral defense. A student who passes the candidacy examination then begins the actual research and writing of the doctoral dissertation.

**Admission to Candidacy**

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours.
- Successful completion of the written and oral qualification examination.
- Successful completion of the candidacy examination including a written proposal and oral defense.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

**Dissertation**

In consultation with the advisor and with the approval of the Doctoral Program Committee, each student must secure qualified members of their dissertation committee. The dissertation committee will consist of a minimum of four members. At least three members must be Anthropology Graduate Faculty, and the student’s advisor will serve as the committee chair. One member must be from either outside the student’s Department at UCF or outside the university. Graduate faculty members must form the majority of any given committee. A dissertation committee must be formed prior to enrollment in dissertation hours.

A student who passes their candidacy exam (proposal defense) will begin the dissertation process. The dissertation serves as the culmination of the course work that comprises this research-based degree. It must make a significant original theoretical, intellectual, practical, creative, or research contribution to the student’s area within the discipline. Dissertations will be theoretically grounded, show expertise in the topic area, and utilize methodologically sound analysis of either quantitative or qualitative data. The dissertation will be completed through a minimum of 15 hours of dissertation credit, which students will use to conduct original research.

**Independent Learning**

As with all graduate programs, independent learning is an important component in the Integrative Anthropological Sciences doctoral program. Students will demonstrate independent learning through research seminars, directed research and the dissertation.
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.
- A Master’s degree or its equivalent in Anthropology or a closely related discipline. Students must have completed a master’s degree at the time of matriculation. The Graduate Program Coordinator and Doctoral Program Committee, in discussion with appropriate faculty, will evaluate the suitability and applicability of MA or MS degrees in other disciplines for admission purposes.
- Students should have a minimum cumulative GPA of 3.5 for all master’s level work completed. This standard will be determined based on a review of the master’s transcript.
- A competitive score on each of the quantitative and verbal sections of the Graduate Record Examination (GRE) taken within the last five years prior to admission to the program.
- A personal statement that must specify the student’s educational background and qualifications, research interests and goals, geographical area of research (if applicable), and the faculty they would like to work with. The statement should not exceed 500 words.
- A current curriculum vita.
- A writing sample of the applicant’s academic work that is at least 2500 words long and demonstrates the ability to conduct graduate-level work.
- Three letters of recommendation that evaluate the applicant’s academic performance, and their suitability and potential for undertaking doctoral studies. At least one of these letters must be written by a faculty member from the institution where the master’s degree was earned, preferably the thesis advisor. Letters should not be more than 12-months old at the time of application.
- An interview with the potential advisor, in coordination with the Doctoral Program Committee, conducted either in-person on campus, by phone, or Skype.
- International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL) or other equivalent test approved by the Graduate College, unless they hold a degree from a U.S. accredited institution. The TOEFL is strongly preferred. The minimum TOEFL score for full admissions consideration is 90 on the Internet-based test (IBT), 232 on the computer-based test, or 575 on the paper-based test. The minimum IELTS score is 7.0. Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 1 deadline.

Individual faculty will assess those applications that are relevant to their area of expertise and forward to the Doctoral Program Committee the names of those potential students who they would be willing to accept. Each applicant’s record will then be reviewed on an individual basis and evaluated by the Doctoral Program Committee to assess the applicant’s potential for success in the program. Students will be selected for the program on a competitive basis. Supplemental course work may be recommended for students who do not have a degree in anthropology or are missing key course work.
Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of the proposed program to the applicant's career/academic goals, availability and match to a faculty adviser in research area of interest, ability to enhance program strength and diversity, and the applicant's potential for completing the degree.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Integrative Anthropological Sciences PhD</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domestic Applicants</strong></td>
<td>Jan 1</td>
<td>Jan 1</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>International Applicants</strong></td>
<td>Jan 1</td>
<td>Jan 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>International Transfer Applicants</strong></td>
<td>Jan 1</td>
<td>Jan 1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

**FINANCIALS**

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
Integrative Anthropological Sciences
Faculty Participation

- **Sarah B. Barber**, Ph.D., is Associate Professor of Anthropology. Professor Barber is a graduate of the University of Colorado at Boulder (2005) who joined the UCF faculty in 2007. Dr. Barber has published extensively on the archaeology of Mexico, with a focus on the origins of early urban societies and GIScience. She has received grant support from the National Science Foundation, the Religion in Human Affairs Program, and the National Geographic Society. Dr. Barber currently teaches in both the undergraduate and graduate programs.

- **Scott Branting**, Ph.D., is Assistant Professor of Anthropology. Professor Branting is a graduate of the University at Buffalo (2004) who joined the UCF faculty in 2015 after serving as a Research Associate and Director of the Center for Ancient Middle Eastern Landscapes at the Oriental Institute of Chicago for 10 years. Dr. Branting has published extensively on the archaeology of Turkey, with a focus on early urban societies and GIScience. He has received grant support from the National Science Foundation, the U.S. State Department, the Merops Foundation, and many others. Dr. Branting currently teaches in both the undergraduate and graduate programs.

- **Michael Callaghan**, Ph.D., is Assistant Professor of Anthropology. Professor Callaghan is a graduate of Vanderbilt University (2008) who joined the UCF faculty in 2015 after serving as a Visiting Assistant Professor at Southern Methodist University for three years. Dr. Callaghan has published extensively on the archaeology of Guatemala, with a focus on early urban societies and ceramic analysis. He has received grant support from the National Science Foundation and National Geographic Society. Dr. Callaghan currently teaches in the undergraduate and graduate programs.

- **Neil Duncan**, Ph.D., is Assistant Professor of Anthropology. Professor Duncan is a graduate of the University of Missouri (2010) who joined the UCF faculty in 2015 after serving as a Postdoctoral Scholar at Stanford University. Dr. Duncan has published extensively on paleoethnobotany, with a focus on the tropical Americas and China. He has received grant funding from the Fulbright Foundation. Dr. Duncan currently teaches in the undergraduate program.

- **Tosha Dupras**, Ph.D., is Professor of Anthropology. Professor Dupras is a graduate of McMaster University (1999) who joined the UCF faculty in 1999. Dr. Dupras has published extensively on human osteology, with a focus on Roman-era Egypt and stable isotope analysis. She has received grant support from the Fund for Scientific Research Flanders, the Lithuanian Institute of History, and the National Science Foundation. Dr. Dupras is currently chair of the Department of Anthropology.

- **Vance Geiger**, Ph.D., is Associate Lecturer of Anthropology. Professor Geiger is a graduate of the University of Florida (1994) who joined the UCF faculty in 1999. Dr. Geiger has published on refugees in South Asia. Dr. Geiger currently teaches in both the graduate and undergraduate programs.

- **Shana Harris**, Ph.D., is Assistant Professor of Anthropology. Professor Harris is a graduate of the University of California at Berkeley (2012) who joined the UCF faculty in 2015. Dr. Harris has published extensively on drug addiction in the United States and Latin America. She has received grant support from the National Institutes of Health and the Wenner-Gren Foundation for Anthropological Research. Dr. Harris currently teaches in both the undergraduate and graduate programs.

- **Brigitte Kovacevich**, Ph.D., is Assistant Professor of Anthropology. Professor Kovacevich is a
graduate of Vanderbilt University (2006) who joined the UCF faculty in 2015 after serving as Assistant Professor at Southern Methodist University for six years. Dr. Kovacevich has published extensively on the archaeology of Guatemala, with a focus on early urban societies and domestic economies. She has received grant support from the National Science Foundation and the National Geographic Society. Dr. Kovacevich currently teaches in the undergraduate program.

- **Ty Matejowsky**, Ph.D., is Associate Professor of Anthropology. Professor Matejowsky is a graduate of Texas A&M University (2001) who joined the UCF faculty in 2002. Dr. Matejowsky has published extensively on food and foodways, with a focus on the Philippines. He has received grant support from the National Hazards Center. Dr. Matejowsky currently teaches in the undergraduate program.

- **Joanna Mishtal**, Ph.D., is Associate Professor of Anthropology. Professor Mishtal is a graduate of the University of Colorado at Boulder (2006) who joined the UCF faculty in 2008. Dr. Mishtal has published extensively on politics and reproductive rights in the European Union. She has received grant support from the European Research Council, the Brocher Foundation, the Fulbright Foundation, the International Research Exchanges Board, and the Wenner-Gren Foundation, among others. Dr. Mishtal currently teaches in both the undergraduate and graduate programs.

- **Beatriz Reyes-Foster**, Ph.D., is Assistant Professor of Anthropology. Professor Reyes-Foster is a graduate of the University of California at Berkeley (2011) who joined the UCF faculty in 2011. Dr. Reyes-Foster has published extensively on suicide in Mexico and breastmilk-sharing in the United States. Dr. Reyes-Foster currently teaches in both the undergraduate and graduate programs.

- **John Schultz**, Ph.D., is Associate Professor of Anthropology. Professor Schultz is a graduate of the University of Florida (2003) who joined the UCF faculty in 2003. Dr. Schultz has published extensively in forensic anthropology, with a focus on near-in remote sensing (GIScience) and taphonomy. He has received grant support from the National Institute of Justice, the Orange County Government, and the Forensic Sciences Foundation. Dr. Schultz currently teaches in both the undergraduate and graduate programs.

- **Peter Sinelli**, Ph.D., is Associate Lecturer of Anthropology. Professor Sinelli is a graduate of the University of Florida (2010) who joined the UCF faculty in 2006. Dr. Sinelli has published on the archaeology of the Caribbean. Dr. Sinelli currently teaches in the undergraduate program.

- **John Starbuck**, Ph.D., is Assistant Professor of Anthropology. Professor Starbuck is a graduate of the Pennsylvania State University (2012) who joined the UCF faculty in 2015 after serving as a Post-doctoral Research Fellow at the Indiana University School of Dentistry for two years. Dr. Starbuck has published extensively on craniofacial morphology, three-dimensional imaging, and morphometrics, with a focus on trisomy 21 and cleft palate using three-dimensional images from human samples and animal models. He has received grant support from the National Science Foundation and the American Association of Physical Anthropologists, among others. Dr. Starbuck currently teaches in both the undergraduate and graduate programs.

- **J. Marla Toyne**, Ph.D., is Assistant Professor in Anthropology. Professor Toyne is a graduate of Tulane University (2009) who joined the UCF faculty in 2011. Dr. Toyne has published extensively on violence in past societies, with a focus on Peru and on stable isotope analysis. She has received grant support from the National Geographic Society and the Petzl Foundation. Dr. Toyne currently teaches in both the undergraduate and graduate programs.

- **John Walker**, Ph.D., is Associate Professor in Anthropology. Professor Walker is a graduate of the University of Pennsylvania (1999) who joined the UCF faculty in 2006 after serving as a
Lecturer at the University of Pennsylvania for six years. Dr. Walker has published extensively on the archaeology of the Amazon Basin, with a focus on agriculture and GIScience. He has received grant support from the National Science Foundation. Dr. Walker currently teaches in both the undergraduate and graduate programs.

- **Sandra Wheeler**, Ph.D., is Lecturer in Anthropology. Professor Wheeler is a graduate of the University of Western Ontario (2009) who joined the UCF faculty in 2010. Dr. Wheeler has published extensively on human osteology, with a focus on Roman-era Egypt and childhood growth and development. She currently teaches in the undergraduate program.

- **Lana Williams**, Ph.D., is Lecturer in Anthropology. Professor Williams is a graduate of the University of Western Ontario (2008) who joined the UCF faculty in 2010. Dr. Williams has published extensively on human osteology, with a focus on Roman-era Egypt and stable isotope analysis. She has received grant support from the Australian Research Foundation and the Research Foundation Flanders. Dr. Williams currently teaches in both the undergraduate and graduate programs.
MEMORANDUM

TO:        Dr. Sarah Barber, Associate Professor, Department of Anthropology
Dr. Tosha Dupras, Chair of Anthropology
Dr. Michael D. Johnson, Dean of College of Sciences
Mrs. Ying Zhang, Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries
Dr. Elizabeth Klonoff, Dean, College of Graduate Studies
Dr. Jana Jasinski, Associate Dean, College of Graduate Studies
Mr. Rich Gause, Government Information Librarian

FROM:       Missy Murphey, Reference Librarian

DATE:       August 3, 2016

SUBJECT:    Library Evaluation of the Proposal to add PhD in Anthropology in the College of
Sciences

When reviewing library support for an Anthropology PhD in the College of Sciences, we selected the
following institutions for the comparison:

- University of New Mexico
- University of Kentucky
- University of Missouri
- University of Colorado at Boulder

Databases: Our databases support the proposed PhD.

Journals: In order to support the new PhD, one journal subscription is needed.  
Journal cost: $517.56 ($90 plus 7% inflation, compounded annually)

Books: The analysis of the book collection shows that UCF Libraries will need to add some books over
the next 5 years in order to support the new PhD.

Books total costs: $34,400, or $6,880 yearly for the next 5 years
Estimates on the initial 5-year costs needed to acquire library materials to support the program: $34,917.56

### PROJECTED COSTS FOR NEW LIBRARY RESOURCES – BY YEAR

<table>
<thead>
<tr>
<th></th>
<th>Books</th>
<th>Journal subscriptions</th>
<th>FY Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018</td>
<td>$6880</td>
<td>$90</td>
<td>$6,970</td>
</tr>
<tr>
<td>2018/2019</td>
<td>6880</td>
<td>96.30</td>
<td>6,976.30</td>
</tr>
<tr>
<td>2019/2020</td>
<td>6880</td>
<td>103.04</td>
<td>6,983.04</td>
</tr>
<tr>
<td>2020/2021</td>
<td>6880</td>
<td>110.25</td>
<td>6,990.25</td>
</tr>
<tr>
<td>2021/2022</td>
<td>6880</td>
<td>117.97</td>
<td>7,000.19</td>
</tr>
<tr>
<td>Total:</td>
<td>$34,400</td>
<td>$517.56</td>
<td>$34,917.56</td>
</tr>
</tbody>
</table>

2022/23 - 2021/22 journal price + 7% = $126.23
2023/24 - 2022/23 journal price + 7% = $135.07
(Previous year + 7% increase...)

**Summary:** In comparing the library collection with the selected institutions, UCF Libraries needs to subscribe to 1 journal title: Human Organization: the Journal of the Society for Applied Anthropology, as well as add monographs to fill the gaps in the collection. The total cost for library materials for the first year of the program is $6,970. For costs in subsequent years, see the chart above.

Please note that of the $34,917.56 total, $517.56 is the sum of recurring expenses for years 1-5 only. After five years of departmental funding, for the journal to continue, the library must receive the needed funds to cover these materials or the subscription may be dropped.

In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.
STRENGTHS OF THE UCF LIBRARIES COLLECTION IN SUPPORT OF THE PROGRAM

PERIODICALS

The major journals in the field of Anthropology are available through the current issue at the UCF Libraries.

The titles in **bold** are those with the highest impact factors (all have a Journal Impact Factor > 0.700 per the 2014 *Journal Citation Reports*®); UCF Libraries provides access to 41 of the top 42 journals for titles in Anthropology.

<table>
<thead>
<tr>
<th><strong>American Anthropologist</strong></th>
<th><strong>Homo</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>American Antiquity</strong></td>
<td><strong>Human Biology</strong></td>
</tr>
<tr>
<td><strong>American Ethnologist</strong></td>
<td><strong>Human communication research</strong></td>
</tr>
<tr>
<td>American Journal of Archaeology</td>
<td><strong>Human Ecology</strong></td>
</tr>
<tr>
<td><strong>American Journal of Human Biology</strong></td>
<td><strong>Human Nature</strong></td>
</tr>
<tr>
<td><strong>American Journal of Physical Anthropology</strong></td>
<td><strong>Human Rights Quarterly</strong></td>
</tr>
<tr>
<td><strong>Annual Review of Anthropology</strong></td>
<td><strong>International Journal of Osteoarchaeology</strong></td>
</tr>
<tr>
<td><strong>Anthropological Theory</strong></td>
<td><strong>Journal of Anthropological Archaeology</strong></td>
</tr>
<tr>
<td><strong>Anthropology and medicine</strong></td>
<td><strong>Journal of Anthropological Research</strong></td>
</tr>
<tr>
<td>Anthropology Today</td>
<td><strong>Journal of Archaeological Method and Theory</strong></td>
</tr>
<tr>
<td><strong>Antiquity</strong></td>
<td><strong>Journal of Archaeological Research</strong></td>
</tr>
<tr>
<td><strong>Archaeological and Anthropological Sciences</strong></td>
<td><strong>Journal of Archaeological Science</strong></td>
</tr>
<tr>
<td>Archaeology</td>
<td>Journal of Biosocial Science</td>
</tr>
<tr>
<td>Behavioral and Brain Sciences</td>
<td>Journal of Consumer Research</td>
</tr>
<tr>
<td><strong>Cultural Anthropology</strong></td>
<td>Journal of cross-cultural psychology</td>
</tr>
<tr>
<td>Cultural Survival Quarterly</td>
<td><strong>Journal of Ethnobiology</strong></td>
</tr>
<tr>
<td><strong>Culture, Medicine, and Psychiatry</strong></td>
<td>Journal of Ethnobiology and Ethnomedicine</td>
</tr>
<tr>
<td><strong>Current Anthropology</strong></td>
<td>The Journal of Field Archaeology</td>
</tr>
<tr>
<td>Ecology of Food and Nutrition</td>
<td><strong>Journal of Human Evolution</strong></td>
</tr>
<tr>
<td>Environment &amp; Planning A</td>
<td>Journal of Latin American and Caribbean Anthropology</td>
</tr>
<tr>
<td>Environment &amp; Planning B: Planning &amp; Design</td>
<td>Journal of Linguistic Anthropology</td>
</tr>
<tr>
<td>Environment &amp; Planning C: Government &amp; Policy</td>
<td>Journal of Marriage and Family</td>
</tr>
<tr>
<td>Environment &amp; Planning D: Society &amp; Space</td>
<td><strong>Journal of Peasant Studies</strong></td>
</tr>
<tr>
<td>Ethnic and Racial Studies</td>
<td><strong>Journal of Social Archaeology</strong></td>
</tr>
<tr>
<td>Ethnicity &amp; Health</td>
<td>The Journal of the Royal Anthropological Institute</td>
</tr>
<tr>
<td><strong>Ethnography</strong></td>
<td>Journal of Traumatic stress</td>
</tr>
<tr>
<td><strong>Ethnos</strong></td>
<td><strong>Journal of World Prehistory</strong></td>
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<tr>
<td><strong>Ethos</strong></td>
<td><strong>Medical Anthropology</strong></td>
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<tr>
<td>Evolution and Human Behavior</td>
<td><strong>Medical Anthropology Quarterly</strong></td>
</tr>
<tr>
<td><strong>Evolutionary Anthropology</strong></td>
<td>Medicine anthropology theory (FREE)</td>
</tr>
<tr>
<td><strong>Field Methods</strong></td>
<td>Museum Anthropology</td>
</tr>
<tr>
<td>Florida Anthropologist</td>
<td>NAPA Bulletin</td>
</tr>
<tr>
<td><strong>Global Networks: a journal of transnational affairs</strong></td>
<td>Nature</td>
</tr>
<tr>
<td>Hispanic journal of behavioral sciences</td>
<td>Paideuma</td>
</tr>
</tbody>
</table>
The name of the proposed program is the PhD in Integrative Anthropological Sciences. Core coursework includes research methods, how science and technology transform human society, and topics in geospatial analysis. These would be followed by unrestricted electives, up to 50% of which may be from outside the department, hence the integrative nature of the program and the broad scope of databases selected for this comparative analysis.

In the following chart, the shaded areas are those not owned by UCF: yellow indicates 50% of peers have them; red indicates owned by 100%.

<table>
<thead>
<tr>
<th>Databases</th>
<th>UCF</th>
<th>University of New Mexico</th>
<th>University of Kentucky</th>
<th>University of Missouri</th>
<th>University of Colorado at Boulder</th>
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</thead>
<tbody>
<tr>
<td>Anthropology Plus (Anthropological Index + Anthropological Lit)</td>
<td>x</td>
<td>x</td>
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<td>o</td>
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<td>AnthroSource</td>
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<td></td>
<td>o</td>
<td>x</td>
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<tr>
<td>Bibliography of Native North Americans</td>
<td>o</td>
<td>x</td>
<td>x</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Biological Abstracts, BIOSIS previews or BIOSIS Citation Index</td>
<td>x</td>
<td>x</td>
<td></td>
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<td>x</td>
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<tr>
<td>Data Citation Index</td>
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<td>x</td>
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<tr>
<td>DataPlanet</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Dissertations and Theses (ProQuest)</td>
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<tr>
<td>eHRAF (Human Relations Area File) World Cultures</td>
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<tr>
<td>eHRAF Archaeology</td>
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<td>Ethnic NewsWatch</td>
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<tr>
<td>Ethnographic Video Online: Volume I</td>
<td>x</td>
<td>o</td>
<td>o</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>GenderWatch</td>
<td>x</td>
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</tbody>
</table>
UCF libraries subscribe to the following online databases that provide indexing, abstracts, and/or full text of articles, books, reviews, dissertations, photographs, videos, datasets, and methodological aides relevant to the proposed Anthropology program:

- **Anthropology Plus**—Combining Harvard University’s *Anthropological Literature* and the Royal Anthropological Institute’s *Anthropological Index*, this indexes journal articles & sections of edited works (books, conference proceedings, festschriften, etc.) in social, cultural, physical, biological, & linguistic anthropology, ethnology, archaeology, folklore, material culture, & interdisciplinary studies.

- **Anthropology Review Database (ARD)**—“Fully searchable database of reviews of anthropological books, audiovisual materials, software & multimedia, exhibits, tourist sites, conferences, and on-line resources.”

- **AnthroSource (Wiley)**—More than 250,000 articles from AAA journals, newsletters, bulletins and monographs in a single place

<table>
<thead>
<tr>
<th>Database</th>
<th>GeoBASE</th>
<th>HAPI</th>
<th>Historical Abstracts</th>
<th>Indigenous Peoples: North America</th>
<th>International Bibliography of the Social Sciences (IBSS)</th>
<th>JSTOR</th>
<th>Linguistics and Language Behavior Abstracts</th>
<th>Medline</th>
<th>MLA International</th>
<th>Project Muse</th>
<th>PsycINFO</th>
<th>PubMed</th>
<th>SAGE Full-Text Collections</th>
<th>SAGE Knowledge</th>
<th>SAGE Research Methods</th>
<th>Science Direct</th>
<th>Scopus</th>
<th>Simply Map</th>
<th>Smithsonian Global Sound</th>
<th>Social Explorer</th>
<th>Sociological Abstracts</th>
<th>Web of Science</th>
<th>World Development Indicators</th>
<th>Zoological Record</th>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
• eHRAF (Human Relations Area Files) Archaeology—“cross-cultural database containing information on the world's prehistory designed to facilitate comparative archaeological studies. This annually-growing eHRAF database is organized by archaeological traditions.”

• eHRAF World Cultures—International collection of books and articles covering all aspects of “cultures, ethnic groups, or immigrant groups, their beliefs and superstitions, or subjects such as political structure, architecture, kinship unites, or settlement patterns.”

• Ethnographic Video Online: Volume 1 (Alexander Street)-- "brings together a wide range of streaming video, written ethnographies, field notes, seminal texts, memoirs, and contemporary studies, covering human behavior the world over. Essential for study in the areas of politics, economics, history, psychology, environmental studies, religion, area studies, linguistics, and geography"

• ICPSR Data Archive (Inter-university Consortium for Political & Social Research)—“maintains a data archive of more than 500,000 files of research in the social sciences. It hosts 16 specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields." UCF is an ICPSR member, so faculty, students, and staff may create an account to deposit or download data sets.

• Indigenous Peoples: North America (Gale)—Books, manuscripts, newspapers, periodicals, and photographs relating to the historical experiences, culture, traditions, and political status of Indigenous Peoples in the United States and Canada

• Linguistics and Language Behavior Abstracts-- Abstracts & indexes the international literature in linguistics & related disciplines in the language sciences.

• ProQuest Social Science Journals—Covering the international literature in the social sciences, including politics, sociology, social services, anthropology, criminology and education

• PsycINFO—American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health.

• Medline/PubMed-- "provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, preclinical sciences, and much more...Search citations from over 5,400 current biomedical journals."

• SAGE Journals: Social Sciences & Humanities—browse journals by discipline, some of which include Anthropology & Archaeology, communication & media studies, criminology & criminal justice, cultural studies, ethnic studies, geography, group studies, history, language & linguistics, research methods & evaluation, and science & society studies

• SAGE Knowledge-- 2,500 titles of SAGE social sciences eBook and eReference content, including scholarly monographs, reference works, handbooks, series, and professional development titles.

• SAGE Research Methods--Selected full text of book, journal and reference content relevant to the exploration of research methods and concepts. Intended as a tool to aid student researches design methodologies, understand particular methods, identify a new method, conduct their research, and write up their findings.

• Science, Technology, & Medicine: 1780-1925 --features more than 3.5 million pages of journals, books, reports, and personal documents that explore the rapid acceleration of scientific, technical, and medical knowledge during the nineteenth century
• **Science Direct**—Full text scientific, technical and medical research journals, eBooks, Reference works, handbooks and book series published by Elsevier.

• **SimplyMap (Geographic Research)**—SimplyMap “enables non-technical users to quickly create professional quality thematic maps and reports using extensive demographic, business and marketing data,” including shapefile export capability.

• **Sociological Abstracts**—Sociology and related disciplines in the social and behavioral sciences. An international selection of over 2,600 journals and other serials publications, plus conference papers, books, and dissertations

• **Taylor & Francis Journals**—Peer-reviewed journals of international scope by Routledge and Taylor & Francis

• **Web of Science™**
  
  **Core Collection** -- a multidisciplinary index to leading journal literature:
  
  - Science Citation Index Expanded (1965-present)
  - Social Sciences Citation Index (1965-present)
  - Arts & Humanities Citation Index (1975-present)
  - Emerging Sources Citation Index (2015-present)

  **BIOSIS Citation Index**

OTHER AVAILABLE RESOURCES

As a participant in the Federal Depository Library Program, the UCF Libraries provides print and online access to much of the information from relevant federal agencies past and present, including Congress, the National Academy of Sciences, the Smithsonian Institution’s Bureau of American Ethnology, the Library of Congress, Department of the Interior and Bureau of Indian Affairs. Access to these resources has been improved by the addition of library databases such as Readex’ *American State Papers*, *U.S. Congressional Serial Set*, and ProQuest Congressional.

**Print Anthropology Indexes**

  
  Arranged by anthropological sub-discipline, then by detailed subjects. Indexes many journals in history, science, and the social sciences, in addition to the major anthropological journals. Author and subject indexes.

• **Humanities Index** (1974-2004)
  
  Lists by subject and author articles from approximately 350 English-language journals covering such subjects as folklore, history, language, literature, music, philosophy, religion, and classical studies.

• **International Bibliography of Social and Cultural Anthropology** (1955-1997)
  
  Includes books, research reports, and periodical articles; excludes archaeology and physical anthropology. Author and subject indexes.

• **Social Sciences Index** (1974 - 2004)
  
  Covers selected periodicals that have an emphasis on all areas of the social sciences, including psychology.

Reference books (a representative sample of widely-held titles)
• 21st Century Anthropology: A reference handbook
• Approaches to archaeological illustration
• Archaeological Method and theory
• Archaeologist’s Toolkit
• Archaeology of Ancient Egypt: Beyond Pharaohs
• Archaeology of Ancient Mexico and Central America
• Biographical Dictionary of Social and Cultural Anthropology
• Cambridge Handbook of Sociolinguistics
• Companion Encyclopedia of Anthropology
• Countries and their Cultures
• Cultural Anthropology: a guide to reference and information sources
• Dictionary of Anthropology (Barfield)
• Encyclopedia of Anthropology
• Encyclopedia of Cultural Anthropology
• Encyclopedia of Historical Archaeology
• Encyclopedia of Human Evolution and Prehistory
• Encyclopedia of Language and Linguistics
• Encyclopedia of Medical Anthropology
• Encyclopedia of Prehistory
• Encyclopedia of Social and Cultural Anthropology
• Encyclopedia of World Cultures
• Handbook of Archaeological Methods
• Handbook of Archaeological Theories
• Handbook of Gender in Archaeology
• Handbook of Methods in Cultural Anthropology
• Handbook of North American Indians
• Handbook of Paleoanthropology
• Handbook of South American Archaeology
• Human Bone manual
• International Encyclopedia of the Social & Behavioral Sciences
• Motif-Index of Folk Literature
• Native American Ethnobotany
• The Oxford Handbook of Archaeology
• Oxford Handbook of Mesoamerican Archaeology
• Oxford Handbook of the Archaeology and Anthropology of Hunter-Gatherers
• The Princeton Guide to Evolution
• SAGE Handbook of Social Anthropology

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**MONOGRAPH COMPARISON ACROSS PEER INSTITUTIONS**

A subject heading search was conducted using the catalogs of each comparison institution. The catalog for the University of New Mexico would not easily allow subject heading comparisons with the other schools, so a Florida school with a PhD program, University of Florida, was selected as a replacement. To adjust for the age of both the institution and program, date range was limited to the year 2000 forward, and format = books only (both print and eBook).
Due to the presence of Florida’s Latin American and Caribbean Collection, their numbers are unusually large, so they were dropped from the final tabulation, although left here for comparison. Results follow:

<table>
<thead>
<tr>
<th></th>
<th>University of Florida</th>
<th>University of Kentucky</th>
<th>University of Missouri</th>
<th>University of Colorado at Boulder</th>
<th>UCF</th>
<th>Average w/out UF</th>
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</thead>
<tbody>
<tr>
<td>Agriculture--History</td>
<td>257</td>
<td>149</td>
<td>316</td>
<td>272</td>
<td>180</td>
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<td>Anthropology</td>
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<td>1452</td>
<td>1298</td>
<td>2497</td>
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<td>Anthropology--Research</td>
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<td>28</td>
<td>20</td>
<td>77</td>
<td>111</td>
<td>59</td>
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<tr>
<td>Anthropology--Fieldwork</td>
<td>39</td>
<td>41</td>
<td>78</td>
<td>39</td>
<td>48</td>
<td>52</td>
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<tr>
<td>Anthropology--Methodology</td>
<td>119</td>
<td>84</td>
<td>93</td>
<td>46</td>
<td>107</td>
<td>83</td>
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<tr>
<td>Anthropology--statistical methods</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Applied anthropology</td>
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<td>46</td>
<td>112</td>
<td>50</td>
<td>57</td>
<td>66</td>
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<tr>
<td>Archaeological geology (USE FOR geoarchaeology)</td>
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<td>22</td>
<td>47</td>
<td>43</td>
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<td>34</td>
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<tr>
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<td>1435</td>
<td>4073</td>
<td>3213</td>
<td>2393</td>
<td>2,779</td>
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<tr>
<td>Behavioral archaeology</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>3</td>
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<tr>
<td>Cultural anthropology (see also anthropology, cultural)</td>
<td>518</td>
<td>43</td>
<td>153</td>
<td>43</td>
<td>444</td>
<td>171</td>
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<tr>
<td>Ethnobotany</td>
<td>184</td>
<td>51</td>
<td>83</td>
<td>102</td>
<td>90</td>
<td>82</td>
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<tr>
<td>ethnography / ethnology</td>
<td>1844</td>
<td>899</td>
<td>1231</td>
<td>1254</td>
<td>1338</td>
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<td>food habits</td>
<td>414</td>
<td>343</td>
<td>505</td>
<td>348</td>
<td>527</td>
<td>431</td>
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<tr>
<td>Food -- Social aspects</td>
<td>172</td>
<td>61</td>
<td>238</td>
<td>142</td>
<td>203</td>
<td>161</td>
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<tr>
<td>Forensic anthropology</td>
<td>59</td>
<td>40</td>
<td>173</td>
<td>46</td>
<td>82</td>
<td>85</td>
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<tr>
<td>Geographic information systems</td>
<td>1203</td>
<td>561</td>
<td>715</td>
<td>603</td>
<td>928</td>
<td>702</td>
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<tr>
<td>Human ecology</td>
<td>1086</td>
<td>681</td>
<td>2645</td>
<td>867</td>
<td>1277</td>
<td>1,368</td>
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<td>Human remains (archaeology)</td>
<td>259</td>
<td>119</td>
<td>437</td>
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<td>220</td>
<td>249</td>
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<tr>
<td>Human skeleton</td>
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<td>26</td>
<td>51</td>
<td>33</td>
<td>44</td>
<td>39</td>
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<tr>
<td>Indians of Central America</td>
<td>298</td>
<td>59</td>
<td>262</td>
<td>112</td>
<td>82</td>
<td>129</td>
</tr>
</tbody>
</table>
Even though UCF ranks right in the middle in terms of total titles, and higher than the average of all 4 schools, there are a few fields in which UCF is lagging behind (discussed below). The focal areas of the PhD program’s core courses—research methodologies and GIS—appear to be in excellent shape.

### PROJECTED COSTS FOR NEW LIBRARY RESOURCES

#### DATABASES

The UCF Libraries database subscriptions are adequate to support a PhD program in Anthropology. Of the databases owned/subscribed to by all institutions, the only two missing from UCF that are held by every comparison school are Data Citation Index, on the Thomson Reuters Web of Knowledge™ platform, and Zoological Record. The Anthropology department does not require any features unique to Zoological Record either for research or teaching purposes. Although Data Citation Index is a very valuable tool that makes primary data and data sets more easily discoverable and accessible, it covers all disciplines and is not simply an Anthropology database, and therefore not a mandatory purchase.

DataPlanet is subscribed to by half the institutions, and includes data and geospatial data from over 70 source organizations. It covers subjects such as Agriculture and Food, Military and Defense, Natural Resources and Environment, and Transportation and Traffic, which are not well-represented by SimplyMap. Yet, a great deal of data that would be used by this program can be found in SimplyMap, as well as Social Explorer, ESRI, ISCPR, or a number of free online resources. So although Data Citation Index and DataPlanet are not essential purchases, they are both highly desirable and would benefit this program and many like it; they should stay on the College’s radar as a potential future investment.

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<table>
<thead>
<tr>
<th>Field</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>Indians of Mexico</td>
<td>718</td>
<td>122</td>
<td>764</td>
<td>450</td>
<td>198</td>
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<tr>
<td>Indians of South America</td>
<td>1814</td>
<td>189</td>
<td>250</td>
<td>284</td>
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<tr>
<td>Indigenous peoples</td>
<td>763</td>
<td>371</td>
<td>534</td>
<td>475</td>
<td>559</td>
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<td>Linguistic anthropology (anthropological linguistics)</td>
<td>128</td>
<td>51</td>
<td>115</td>
<td>101</td>
<td>85</td>
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<tr>
<td>Mayas</td>
<td>752</td>
<td>155</td>
<td>243</td>
<td>280</td>
<td>409</td>
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<tr>
<td>Mayan (language)</td>
<td>75</td>
<td>15</td>
<td>32</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>Medical anthropology</td>
<td>186</td>
<td>69</td>
<td>175</td>
<td>105</td>
<td>115</td>
</tr>
<tr>
<td>Nutritional anthropology</td>
<td>11</td>
<td>0</td>
<td>34</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Paleoethnobotany (var: fossil ethnobotany)</td>
<td>23</td>
<td>12</td>
<td>21</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Physical anthropology (used for biological anthropology)</td>
<td>141</td>
<td>68</td>
<td>193</td>
<td>73</td>
<td>136</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16827</td>
<td>6637</td>
<td>14403</td>
<td>9944</td>
<td>12190</td>
</tr>
</tbody>
</table>

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Page 10 of 12
In the event the program continues to grow in size and scope over the next five years, the Anthropology Department may wish to consider databases that are owned by two of the four institutions: Bibliography of Native North Americans and Smithsonian Global Sound.

JOURNALS

The following are journals that have been requested by UCF Anthropology faculty and identified as instrumental for research in their respective areas. Each is owned by at least two of the four comparison institutions. The figure in parentheses following the title is the total number of times they have been requested via Interlibrary Loan in the past five years.

<table>
<thead>
<tr>
<th>Title</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>5-year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain, Behavior and Evolution (8)</td>
<td>$4,027</td>
<td>$4,308.89</td>
<td>$4,610.51</td>
<td>$4,933.25</td>
<td>$5,278.58</td>
<td>$23,158.23</td>
</tr>
<tr>
<td>Childhood in the past: an international journal (5)</td>
<td>$175</td>
<td>$187.25</td>
<td>$200.36</td>
<td>$214.38</td>
<td>$229.39</td>
<td>$1,016.38</td>
</tr>
<tr>
<td>Food, Culture and Society (21)</td>
<td>$830</td>
<td>$892.25</td>
<td>$959.17</td>
<td>$1,031.11</td>
<td>$1,108.44</td>
<td>$4,820.97</td>
</tr>
<tr>
<td>Human Organization: journal of the Society for Applied Anthropology (38)</td>
<td>$90</td>
<td>$96.30</td>
<td>$103.04</td>
<td>$110.25</td>
<td>$120.19</td>
<td>$522.76</td>
</tr>
</tbody>
</table>

It is worth noting that journals are used more frequently when they are immediately accessible, rather than available only upon demand and after several days. Nevertheless, the library only recommends that the department purchase Human Organization, as the other journals’ cost is too high when compared with its usage, which is minimal enough to be entirely satisfied by Interlibrary Loan.

MONOGRAPHS

The fields in which our holdings fell below the average are actually areas of strong focus in the department’s teaching and research: Indians of Mexico, Central America, and South America. However, Mayas, Mayan, and Indigenous peoples were well above average. A conclusion was reached that due to differences in cataloging practice, these were classified differently, either by tribe or country; therefore, all “Indians of…” headings were thrown out. Archaeology holdings are about 86% of the average. To catch up to our comparative peers, the library would require $54,400, assuming an average anthropology book price of $100*.

<table>
<thead>
<tr>
<th># of TITLES in LC subject heading</th>
<th>UCF</th>
<th>average</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture--History</td>
<td>180</td>
<td>229</td>
<td>49</td>
</tr>
<tr>
<td>Applied anthropology</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>Archaeological geology</td>
<td>25</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td>Archaeology</td>
<td>2393</td>
<td>2779</td>
<td>386</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>1277</td>
<td>1368</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>3932</td>
<td>4476</td>
<td>544 volumes x $100 = $54,400</td>
</tr>
</tbody>
</table>

**North American Academic Books: Average Prices and Price Indexes 2010-2012: Anthropology.” Actually, the 2012 average for paper was $105.27; the average eBook price was $130.70.**

Counting the approximately $4000/year that the library already allocates to Anthropology for monographs ($20,000 over five years), the amount being requested is $34,400. This would be a one-time sum, or could be spread over 5 years, during which time the library’s approval plan and monograph spending would be adjusted to accommodate the updated program emphases.
Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Sciences/Department of Psychology

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Department of Psychology

Name of program, track and/or certificate: Applied Experimental and Human Factors PhD Program

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

- The composition of the Applied Experimental & Human Factors program has changed. There are 10 primary faculty. Half identify as cognitive psychologists (indeed received their PhDs in cognitive psychology) or cognitive neuroscientists: Bohil, Lighthall, Neider, Schmidt, Sims, and all the faculty in our program do research related in some way to topics primarily associated with cognitive psychology (e.g., attention, decision making, learning, perception), whether basic or applied. Our core requirements include classes typically found in Cognitive Psychology Ph.D. curricula, including Sensation & Perception, Visual Performance, Human performance (course description includes information processing & decision making), and Human Cognition & Learning.

- Student recruitment: Many students interested in obtaining a PhD in cognitive psychology or cognitive neuroscience may not currently consider our department, despite the fact that a) we have the expertise and b) many of our students do indeed get trained as cognitive psychologists in our current program.

- Student employment: Graduates of our PhD program are experts in Human Factors psychology. Many also have expertise as Cognitive Psychologists or in Cognitive Neuroscience. This will not be obvious to -- in particular -- academic employers. Those students would benefit from having the term "cognitive" in our program name. Indeed, the addition of the words "Applied Experimental" to our program name was made for this same reason. We propose to replace those names with something more specific to the core area of psychology in which students have expertise (i.e., cognitive psychology).

- Faculty recruitment: In a recent faculty search for our program, the overwhelming majority of applicants had PhDs in cognitive psychology or cognitive neuroscience. This reflects changes in the field in which cognitive psychologists frequently engage in both applied and basic research. It seems likely, however, that many qualified candidates with Ph.D.s in cognitive psychology refrain from applying to our program, as it may be unclear to them that cognition is strongly represented in our faculty and in our curriculum.

Briefly list curriculum changes in bullet format. 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.

The current request is solely for a name change to the PhD track. There are no curricular changes.
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: Human Factors and Cognitive Psychology PhD

A proposed 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.

Impact on Current Students
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 attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☑ No
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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<th>Year</th>
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<th>Number of fellowship students (specify fellowship)</th>
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Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print)  Clint Brown  (Signature)  Date 9/18/14
/Director

College Academic (Print)  Jane L. Jenkins  (Signature)  Date 10/10/14
Standards

College Dean (Print)  Michael Johnson  (Signature)  Date 2016-10-12

Graduate Council (Print)  (Signature)  Date

Graduate Dean (Print)  (Signature)  Date

Approval

Provost and Executive Vice President:  __________________________  Date  __________________________

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
From: Jana Jasinski  
Sent: Wednesday, October 12, 2016 12:23 PM  
To: Tonya Walker  
Subject: FW: Change of Program Name

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Jana L. Jasinski, Ph.D.
Professor, Sociology  
Associate Dean  
College of Sciences, CSB 210  
Jana.Jasinski@ucf.edu  
407-823-6568

From: Clint Bowers  
Sent: Wednesday, October 12, 2016 12:23 PM  
To: Jana Jasinski <Jana.Jasinski@ucf.edu>; Mustapha Mouloua <Mustapha.Mouloua@ucf.edu>  
Subject: FW: Change of Program Name

FYI...

From: Michael Strawser  
Sent: Wednesday, October 12, 2016 12:20 PM  
To: Clint Bowers  
Subject: RE: Change of Program Name

Hi Clint,

I am writing to inform you that we support the change of program name for the PhD program in Applied Experimental and Human Factors Psychology to Human Factors and Cognitive Psychology.

Best regards,
Mike

Dr. Michael Strawser  
Chair & Associate Professor of Philosophy  
Department of Philosophy  
University of Central Florida  
Orlando, FL 32816-1352

Office phone: 407-823-2799

President, Florida Philosophical Association  
Senior Editor, Florida Philosophical Review

Books:  
Hi Clint (if I may),

Thanks for your message. I'll discuss this with relevant faculty and get back to you on this.

Best,
Mike

Dr. Michael Strawser
Chair & Associate Professor of Philosophy
Department of Philosophy
University of Central Florida
Orlando, FL 32816-1352

Office phone: 407-823-2799

President, Florida Philosophical Association
Senior Editor, Florida Philosophical Review

Books:
Michael Strawser, Both/And: Reading Kierkegaard from Irony to Edification (Fordham University Press, 1997).

Dr. Strawser,

Our PhD program in Applied Experimental and Human Factors Psychology has requested to change the name of the program to Human Factors and Cognitive Psychology. Their rationale is provided below. Does Philosophy have any objection to this request?

Clint Bowers, PhD
Professor and Interim Chair

The composition of the Applied Experimental & Human Factors program has changed. There are 10 primary faculty. Half identify as cognitive psychologists (indeed received their PhDs in cognitive psychology) or cognitive neuroscientists: Bohil, Lighthall, Neider, Schmidt, Sims, and all the faculty in our program do research related in some way to topics primarily associated with cognitive psychology (e.g., attention, decision making, learning, perception), whether basic or applied. Our core requirements include classes typically found in Cognitive Psychology Ph.D. curricula, including Sensation & Perception, Visual Performance, Human performance (course description includes information processing & decision making), and Human Cognition & Learning
- Student recruitment: Many students interested in obtaining a PhD in cognitive psychology or cognitive neuroscience may not currently consider our department, despite the fact that a) we have the expertise and b) many of our students do indeed get trained as cognitive psychologists in our current program.
- Student employment: Graduates of our PhD program are experts in Human Factors psychology. Many also have expertise as Cognitive Psychologists or in Cognitive Neuroscience. This will not be obvious to — in particular — academic employers. Those students would benefit from having the term "cognitive" in our program name. Indeed, the addition of the words “Applied Experimental” to our program name was made for this same reason. We propose to replace those names with something more specific to the core area of psychology in which students have expertise (i.e., cognitive psychology).
- Faculty recruitment: In a recent faculty search for our program, the overwhelming majority of applicants had PhDs in cognitive psychology or cognitive neuroscience. This reflects changes in the field in which cognitive psychologists frequently engage in both applied and basic research. It seems likely, however, that many qualified candidates with Ph.D.s in cognitive psychology refrain from applying to our program, as it may be unclear to them that cognition is strongly represented in our faculty and in our curriculum.

The current request is solely for a name change to the PhD track. There are no curricular changes.
A PhD professional's degree track in Human Factors and Cognitive (HFC) Psychology, accredited by the Human Factors and Ergonomics Society, is offered to those with a baccalaureate or master's degree in psychology or an allied area. The track seeks to develop the capacity to design, conduct, and apply human factors and cognitive psychology research in a variety of professional and academic settings. It is patterned on the scientist-practitioner model of the American Psychological Association (APA) and adheres to guidelines established by the committee for Education and Training of APA's Division 21 (Applied Experimental and Engineering Psychology). A variety of research, consulting, and internship arrangements are included in the track. Students receive training in the content and techniques of human factors and cognitive psychology—including statistical and quantitative procedures, experimental design, survey methods, computer techniques, and other research methodologies. Students must also select a concentration area, which may be in human-computer interaction, human-machine-environment interface, human performance, human factors in simulation and training, cognitive neuroscience, or other areas of interest with the adviser's authorization. A dissertation representing a significant research contribution to the field is required.

The fields of Applied Experimental Psychology, Human Factors, and Ergonomics adopt a multidisciplinary approach to the study of the interaction between humans and the environment, including systems, products, people, and procedures. Human Factors, as one of the core disciplines of the track, is a science that adds the human into the equation to make life easier, safer and more enjoyable by applying psychological theory and research to human-centered design. A well known Human Factors textbook describes the field in the following quotation.

"Human factors is the application of scientific knowledge and principles to the design of products, systems, and/or environments. The goal of human factors is making the human interaction with systems one that: reduces error, increases productivity, enhances safety, and enhances comfort. Human Factors then involves the study of factors and development of tools that facilitate the achievement of these goals" (Wickens, Gordon, and Liu, 1998, p. 2).

As scientific disciplines, Applied Experimental Psychology and Human Factors and Cognitive Psychology overlap with areas such as Engineering Psychology, Social Psychology, Cognitive Psychology, Industrial/Organizational Psychology, Cognitive Engineering, Ergonomics, Neuroscience, and Industrial Engineering. Human Factors researchers and practitioners work in areas such as automation, cognition, decision-making, display processing, human-computer interaction, physiology, safety and human error, sensation and perception, sensory systems, stress, workload, training, transportation, and workspace design.

The Psychology PhD program in Applied Experimental and Human Factors and Cognitive Psychology includes classroom studies and a variety of research, consulting, and internship opportunities. The program is accredited by the Human Factors and Ergonomics Society, and patterned on the scientist-practitioner model of the American Psychological Association (APA). It adheres to guidelines established
by the committee for Education and Training of APA’s Division 21 (Applied Experimental and Engineering Psychology).

Human Factors is an approach to practice and design focusing on the interaction between humans and the environment. It utilizes research, theory, and knowledge of human behavior, capabilities, and limitations to add the “human” into the scientific equation and make life easier, safer, and more enjoyable. The program’s mission is to develop the capacity to design, conduct, and apply human factors and cognitive psychology research in a variety of professional and academic settings.

Students learn about the content and techniques of human factors psychology—including statistical and quantitative procedures, experimental design, survey methods, computer techniques, and other research methodologies. Students select a concentration area within the Applied Experimental and Human Factors and Cognitive Psychology program, which may be in human-computer interaction, human-machine-environment interface, human performance, human factors in simulation and training, or other areas of interest with the adviser’s authorization.

Once all course requirements have been fulfilled, students demonstrate their critical thinking skills by undergoing candidacy examinations and completing a dissertation representing a significant research contribution to the field.

**CURRICULUM**

For students who enter with a baccalaureate degree, the Applied Experimental and Human Factors and Cognitive track in the Psychology PhD program requires a minimum of 75 credit hours, and students may earn the MA degree in route to the PhD by completing all of the requirements of the PhD except for dissertation. For students who already have a master’s degree in Psychology, the MA is not available. Students who enter with a master’s degree in psychology will be allowed to waive up to 30 hours of graduate course work to the doctoral program with approval of the program faculty, and will also be required to complete a minimum of 60 semester hours at UCF.

**Total Credit Hours Required:**

| 75 Credit Hours Minimum beyond the Bachelor's Degree |

For students who already have a master’s degree in psychology, the number of credit hours will depend on the number of credit hours transferred or waived. However, all students in the program must complete 15 credit hours of dissertation.

**Required Courses—42 Credit Hours**

- EXP 5256 Human Factors I (3 credit hours)
• EXP 6257 Human Factors II (3 credit hours)
• EXP 6258 Human Factors III (3 credit hours)
• EXP 5208 Sensation and Perception (3 credit hours)
• EXP 6116 Visual Performance (3 credit hours)
• EXP 6255 Human Performance (3 credit hours)
• EXP 6506 Human Cognition and Learning (3 credit hours)
• EXP 6541 Advanced Human-Computer Interaction (3 credit hours)
• INP 7089 Human Factors Professional Issues (3 credit hours)
• PSB 5005 Physiological Psychology (3 credit hours)
• PSY 7217C Advanced Research Methodology I (4 credit hours)
• PSY 7218C Advanced Research Methodology II (4 credit hours)
• PSY 7219C Advanced Research Methodology III (4 credit hours)

Elective Courses—18 Credit Hours

Students should choose electives in concentrated course groupings: for example, human-machine systems, performance measurement and evaluation, simulation and training, or quantitative methods. Other elective course groupings may be developed for the student’s specific interests. Students may choose to satisfy these elective requirements by taking courses outside the Psychology Department that can serve their multidisciplinary needs. Courses outside of the Department that have already been approved as electives are contained in the list below. A student who wishes to use courses that are not included on this list may seek approval by petitioning the AEHF_HFC Faculty Committee through their academic advisor. Students may take up to 12 credit hours of Directed Research, however, it is highly recommended that they take elective courses that are related to their discipline from other graduate programs or departments at UCF. Electives may include but are not limited to the following courses:

• DEP 5057 Developmental Psychology (3 credit hours) (Spring Only)
• DIG 5876 Quantitative Aspects of Modeling and Simulation (3 credit hours)
• DIG 6432 Transmedia Story Creation (3 credit hours) (Fall, Summer)
• EIN 5248C Ergonomics (3 credit hours)
• EIN 5251 Usability Engineering (3 credit hours)
• EIN 5255C Interactive Simulation (3 credit hours) (Spring only)
• EIN 6258 Human Computer Interaction (3 credit hours)
• EME 6613 Instructional System Design (3 credit hours) (Occasional)
• EME 6614 Instructional Game Design for Training and Education (3 credit hours)
• EXP 5254 Human Factors and Aging (3 credit hours) (Fall Only)
• EXP 6939 Teaching Seminar (3 credit hours)
• IDS 6916 Simulation Research Methods and Practicum (3 credit hours)
• IDS 6146 Modeling and Simulation Systems (3 credit hours)
• IDS 6147 Perspectives on Modeling and Simulation (3 credit hours) (Fall only). May be substituted by: DIG 5875CIntroduction to Modeling and Simulation (3 credit hours) (Summer only)
• IDS 6148 Human Systems Integration for Modeling and Simulation (3 credit hours)
• IDS 6149 Modeling and Simulation for Test and Evaluation (3 credit hours)
Concentration in Cognitive Neuroscience

The Applied Experimental and Human Factors and Cognitive Psychology PhD Program offers students opportunities for both lab and course-based training in Cognitive Neuroscience. To support cognitive neuroscience research training, the Department of Psychology maintains state-of-the-art research facilities, including space and equipment for electroencephalography/event-related potentials (EEG/ERP), functional near-infrared spectroscopy (fNIRS), eye tracking, pupillometry, heart-rate variability, respiration, and electrodermal activity, as well as external collaborations to support functional magnetic resonance imaging (fMRI). In addition, the AEHFC Program also offers a course-based concentration in Cognitive Neuroscience with the following curriculum:

- PSB 6328 Psychophysiology (3 credit hours)
- PSB 6348 The Neuroanatomical Basis of Psychological Function (3 credit hours)
- PSB 6352 Neuroimaging Design and Analysis Methods (3 credit hours)
- PSB 7349 Advanced Topics in Cognitive Neuroscience (3 credit hours)
- Select 6 credit hours of elective courses from the list above.

Note: Admission to these courses is not guaranteed, but is contingent on the decision of the department, college, and instructor of record for the course.

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

First Year Research Project

In the first year, all students must do a laboratory research project (the First Year Project) that includes at least one empirical study. The project must be approved and will be supervised by the student’s advisor. Two weeks after the start date of the first semester of the second year (if this date falls on a weekend or academic holiday, the due date will be the first day following on which University classes are in session), the student must provide a written paper describing their work structured in accordance with APA guidelines and including all sections necessary for a typical journal submission in their field. It should not exceed 20 pages of text (exclusive of References, Tables, and Figures). Approval of the paper is required.
by two members of the Applied Experimental and Human Factors and Cognitive Area faculty (one of whom will be the student’s advisor). Additionally, the student must undergo a 20 minute oral examination based on the written report. This examination will be in the format of an academic talk delivered to area faculty and students that will occur approximately 2 weeks following submission of the First Year Paper. Satisfactory performance on both the paper and oral examination is required to maintain good standing in the program. Cases in which performance is deemed unsatisfactory will result in academic probation with a retention plan for the student, who must successfully complete this plan to maintain status in the program. However, if a student already on academic probation delivers a first year project (either paper or talk) that is deemed unsatisfactory then they may be removed from the program at the discretion of the program director.

Admission to Candidacy

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the written dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

Comprehensive Examinations are detailed below and involve the completion of five professional activity/competency domains.

Professional Activity/Competency Domains

Domain 1: Research

- Published/Publishable Article (first author)

Deadline: End of sixth semester in Program (excluding summers)

Domain 2: Teaching/Professional Presentations

- Undergraduate Instructor Experience, or
- Professional Presentations

Deadline: End of sixth semester in Program (excluding summers)

Domain 3: Grant Proposals

- Grant Proposal
Purpose

The purpose of the qualifying and comprehensive examination is to develop and assess competency of professional behaviors in doctoral-level graduate students in the Applied Experimental & Human Factors and Cognitive Psychology program that are consistent with the program’s professional training goals. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduating students in (1) research; (2) competently serve as innovative teachers/instructors in colleges and universities, and as presenters at local, regional, national, and international professional conferences; (3) prepare/review grants; (4) research methods/critique.

Requirements, Rationale and Objectives

Successful completion of comprehensive examination requirements reflect the Program’s desire to insure overall breadth of training in the field of applied experimental & human factors and cognitive psychology that are complemented by individually tailored professional training experiences and competencies consistent with a student’s professional career goals. The four professional domains outlined above (and detailed in the subsequent sections) are consistent with this intent. Students are required to complete all domains as well as required coursework (including electives) to be eligible for doctoral candidacy. The student must meet all domain requirements during his or her enrollment in the UCF HFCAEHF Ph.D. program. Work completed outside the program will not be considered for domain completion. Some competency domains contain options, and students are free to select any option (see options under each domain in Table 1) in consultation with their faculty advisors.

1. Students fulfill the Research domain by submitting an article to a refereed journal. Students must be first or solo author on empirical research that is either published or publishable in a peer-reviewed journal. If the student does not receive word on journal submission by 6 months or if article is rejected, the faculty committee will review the student’s work and determine if it fulfills the requirement.

Fulfillment of this component is intended to (a) complement the student’s graduate level course work in research methods, design, statistics, and on-going research practica, (b) hone conceptual and professional writing skills related to publishing findings in scholarly journals, (c) encourage students to submit completed scholarly works to journals for peer review, and (d) provide students with the opportunity to receive and react to comments offered by professional journal reviewers. Student must complete research and article while enrolled in the HFCAEHF Program. The student must report receipt of the peer review and complete and submit all forms for inclusion in their portfolio within thirty (30) days.
of receiving feedback from the journal. The student must also inform his/her adviser, the Program Assistant, and the Program Director each time an activity is added to his/her Competency portfolio. Failure to meet the thirty day deadline will result in disqualification of the manuscript for satisfying this competency. The manuscript and editorial response may be reviewed by the AEHF-HFC committee to determine whether the student has satisfied this requirement.

2. Fulfillment of the Teaching/ Professional Presentations domain requires first that all students complete the UCF Graduate Studies 2-day GTA Training session. In addition, students must either serve as instructor of record for an undergraduate course at UCF or complete 5 formal presentations. If the student opts for instructor of record for an undergraduate course, the student must do the following: Submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester administered online by UCF, distributed by Psychology), as well as written feedback from the student’s faculty adviser or members of the student’s competency committee who directly observed or viewed videotapes of at least three lectures. If the student opts to conduct professional presentations, that student must complete 5 presentations in which he or she is an author and is also the primary presenter. Written feedback from the student’s faculty adviser or members of the student’s competency committee who directly observed or viewed videotapes of the five lectures must be available for review. Professional presentations do not include poster presentations or classroom presentations (e.g., guest lecturer).

Fulfillment of the traditional Teaching domain is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the University. The alternative option under this domain is intended to encourage students to engage in research studies beyond those required by the program and to present their findings at professional meetings. Fulfillment of this requirement is expected to promote research involvement throughout graduate training and promote student competency in (a) developing written submissions of completed empirical works, (b) oral presentations skills with professional audiences, (c) learning and using innovative technology relevant to paper/poster presentations, and (d) receiving and reacting to constructive comments offered by professionals.

Students satisfy this domain by accumulating points for teaching and/or professional presentation. For presentations, the student must be the presenter. Points are assigned as follows:

- One paper presentation (lecture) at National/International Conference (2 points)
- One poster presentation at National/International Conference (1 point)
- One paper presentation at Regional Conference (1 point)
- One poster presentation at Regional Conference (1/2 point)
- Teaching Assistant for a laboratory section (limit of one section per semester) (1 point)
- Teaching a course as instructor of record (6 points)
The student must report each activity and complete and submit all forms for inclusion in their portfolio within thirty (30) days of the presentation or of the end of the semester in which the teaching activity occurred. The student must also inform his/her adviser, the Program Assistant, and the Program Director each time an activity is added to his/her Competency portfolio. Failure to meet the thirty day deadline will result in disqualification of the activity for satisfying this competency. The activity may be reviewed by the AEHF-HFC committee to determine whether the student has satisfied this requirement.

3. Fulfillment of the Grant/Proposals domain is intended to (a) provide students with additional training and opportunities to critically review a specific area of empirical research related to applied experimental & human factors and cognitive psychology, (b) hone conceptual and professional writing skills related to submitting grant applications to private and/or public granting agencies, (c) provide students with an opportunity to interact with department and university grant support facilities, (d) encourage extra-department financial support for conducting empirical studies (e.g., federal and private awards for dissertation research), and (e) provide students with an opportunity to receive and react to grant reviewer comments. Fulfillment of this domain requires each student to submit an independent grant application that he or she has initiated. The grant application must be submitted to a funding agency. If the grant is not awarded, its acceptability to fulfill the domain’s requirement will be reviewed by the HFC faculty committee.

The student must report submission of the grant proposal and complete and submit all forms for inclusion in their portfolio within thirty (30) days of submission. The student must also inform his/her advisor, the Program Assistant, and the Program Director each time an activity is added to his/her Competency portfolio. Failure to meet the thirty day deadline will result in disqualification of the grant proposal for satisfying this competency. The proposal may be reviewed by the AEHF-HFC committee to determine whether the student has satisfied this requirement.

4. Fulfillment of the Research Methods domain requires all students to take an in-class exam. This exam will be administered only in the Summer semester of each year. Students may petition the AEHF-HFC committee for exemption from this exam. The minimum requirement is a GPA=3.75 across the three required research methods courses (i.e., PSY 7217C Advanced Research Methodology I; PSY 7218CAdvanced Research Methodology II; PSY 7219C Advanced Research Methods III). Note that if a student enrolls in any of these courses a second time, they may not be exempted from the exam.

Procedures and Time Guidelines for Completing the Comprehensive Examination

Students admitted to the PhD Applied Experimental and Human Factors and Cognitive Psychology Program will complete all of the four professional activity domain options (Research, Teaching/Professional Presentations, Grant Proposals, and Research Methods/Critique) to fulfill the professional competency requirements. Students are strongly encouraged to discuss their preferences and planned course for fulfilling these requirements with their academic advisers. Students admitted to the PhD Applied Experimental and Human Factors and Cognitive Psychology PhD Program will not
be able to fulfill the requirements with previous work completed at any institution previous to their enrollment in the AEHF-HFC PhD program at the University of Central Florida.

Successful completion of the comprehensive examination criteria must be completed before proposing the dissertation. The deadlines for completion of each competency are indicated in the Table 1. Each student's comprehensive examination committee (which may be different from or identical to the dissertation committee) will determine whether the student has successfully fulfilled the requirements of the comprehensive examination based on written grading procedures to be outlined by the AEHF-HFC faculty. Students are strongly encouraged to consult with their adviser in selecting a comprehensive examination committee. One consideration in identifying potential committee members is the research topic you select to meet the domains 1 and 3.

A written summary of the results and the student’s Professional Activity Domain dossier will be forwarded to the Applied Experimental and Human Factors and Cognitive Psychology Program faculty for review and final approval. The Applied Experimental and Human Factors and Cognitive Psychology Program faculty will review each submitted dossier within a 3-week time interval. The Director of the Applied Experimental and Human Factors and Cognitive Psychology Program will notify students in writing following the successful completion of comprehensive examination requirements. Students may formally propose their dissertation following written notification that they have completed the comprehensive examination requirements.

Graduate Research: Doctoral Dissertation

Prior to enrollment into PSY 7980 Doctoral Dissertation, you must have passed candidacy and your dissertation committee must be reviewed and approved by the College of Sciences Associate Dean of Graduate Studies. This form can be found online at: http://www.students.graduate.ucf.edu/files/

Doctoral students engaging in dissertation research must be continuously enrolled in at least three hours of PSY 7980 every semester, including summers, until they successfully defend and submit their dissertation to the University Thesis Editor.

Students will complete a minimum of 15 dissertation credit hours to meet the requirements for graduation.

Program Guidelines

All dissertations must involve the collection and analysis of original data. In exceptional circumstances, the use of an archival data set may be accepted through petition to the Graduate Committee. Oral presentation of the dissertation/dissertation prospectus must be made to the Dissertation/ Dissertation Committee for approval prior to initiating the research. The proposal generally includes the following: (a) title, (b) introduction to the problem, (c) comprehensive review of relevant literature, (d) establishing the uniqueness of the study, (e) theoretical background and hypotheses, (f) planned methodology, and (g) planned data analytic approach. Students are encouraged to write their dissertation proposal and
dissertation using APA publication style (see APA Publication Manual, 6th edition) and to submit their completed research to relevant professional journals in their field of research. An appendix to the dissertation and/or dissertation may be used to include a more comprehensive literature review as determined by the student's committee members. After submitting a written proposal to the Dissertation/Dissertation Committee, the committee will meet with the student to discuss and evaluate the proposal. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study.

After receiving committee approval for the thesis/dissertation, all students must receive approval from the University's Institutional Review Board (IRB) before data can be collected from human participants. Information about this process can be obtained from the Office of Research (www.research.ucf.edu). Failure to obtain this prior approval could jeopardize receipt of the student's degree.

Students should refer to the Graduate Studies Thesis and Dissertation Manual which describes UCF’s formatting requirements for dissertations and outlines the steps graduate students must follow to submit their dissertations to Graduate Studies for binding. Graduate students can obtain the manual from the UCF Graduate Studies website (www.graduate.ucf.edu).

**Dissertation Committee Composition**

Doctoral students must establish a Dissertation Committee prior to the Candidacy Examination. The Committee will consist of a minimum of four members. At least three members must be qualified regular faculty members from the student's department at UCF, one of whom must serve as the chair of the committee. One member must be from either outside the student's department at UCF or outside the university. It is likely that the student’s advisor will serve as the chair of the committee. Students are therefore strongly encouraged to consult with their adviser in identifying potential committee members.

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

Dissertation Committee/Candidacy Status Form:

http://www.students.graduate.ucf.edu/files/

These approval forms should be completed and submitted to the AEHE_HFC program assistant. Refer to the above website for detailed information.

**Time Limitation and Deadlines for Dissertation Completion**
A student has seven years from the date of admission to the doctoral program to complete the Ph.D. requirements. If the seven-year limit is exceeded, the candidacy examinations as well as course work may need to be repeated.

**Deadline, Dissertation Proposal Defense:** End of eighth semester in Program (excluding summers)

**Deadline, Dissertation Defense:** End of eleventh semester in Program (excluding summers)

**MASTER OF ARTS IN APPLIED EXPERIMENTAL AND HUMAN FACTORS AND COGNITIVE PSYCHOLOGY**

Students enrolled in the Applied Experimental and Human Factors and Cognitive (AEHFC) PhD track may elect to earn a Master of Arts in AEHF HFC Psychology in route to their doctorate. This is a nonterminal master's degree available only to students in the AEHF HFC Psychology PhD track.

**Additional Program Requirements**

The MA in AEHF HFC Psychology requires a total of 60 credit hours beyond the bachelor's degree, as well as successful completion of the candidacy examination that qualifies the student for candidacy status within the AEHF HFC Psychology PhD. All AEHF HCF MA students take the same credit hours of core courses (less the 15 hour dissertation requirement) as well as and 18 credit hours of electives. All required courses and selected electives are described in the PhD program of study above.

**Note:** The MA in AEHF HFC cannot be pursued if a master's in psychology or master's in modeling and simulation has already been awarded.

**Independent Learning**

Given the nature of graduate training and the pursuit of a doctoral degree, graduate students in Applied Experimental and Human Factors and Cognitive Psychology are required to become involved in independent learning throughout their graduate careers. The obtaining of the master's degree on route to the doctoral degree and the doctoral dissertation are examples of independent learning in which all graduate students participate. In addition, the comprehensive evaluation activities which include passing a research methods examination, teaching, research with publishing, and applied experience are required of all graduate students. Depending upon their career goals, other experiences such as directed readings or additional research projects may be undertaken by the students.

**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.
- Degree(s) should be in psychology or an allied area.
- Evidence of successful completion of undergraduate courses in statistics and general areas of experimental psychology.
- Résumé or Curriculum Vitae.
- A clear statement concerning the professional background, the type of research you wish to pursue as a graduate student, and the faculty member you believe would be best suited to serve as your major professor and mentor.
- Three letters of recommendation, with at least two furnished by college or university professors who are acquainted with the applicant.

Students are not normally admitted to the program without having completed a minimum amount of basic preparation in content related to experimental psychology. This preparation is judged on an individual basis but typically consists of at least 18 semester hours in the following:

- Courses in research methods, computer applications, and statistical methods.
- General experimental psychology courses, e.g., learning, physiological, perception, human learning, cognition, motivation, and measurement.

Applicants are evaluated for program prerequisites and advised of any need for additional preparation. Previous graduate work is evaluated for credit on a case-by-case basis.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree. Admission criteria are more stringent because of the competitiveness of the application process.
Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Sciences/Nicholson School of Communication

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Nicholson School of Communication

Name of program, track and/or certificate: Communication M.A., Interpersonal Communication Track

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Interpersonal Communication

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

The M.A. program is submitting this request to replace STA 5045 Statistical Analysis of Communication Data as a required course for the Interpersonal Communication track with COM 5XXX Introduction to Communication Research. The course will provide the foundation for both a qualitative and a quantitative approach to terminology and processes and for the advanced research methods courses. Last year the Statistics Department and NSC graduate program mutually agreed on discontinuing the STA 5045 course. The M.A. program is also submitting a request to add three additional restricted electives to this track to enhance areas of emphasis for the current M.A. program as well as the proposed Ph.D. in Strategic Communication.

Briefly list curriculum changes in bullet format. 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.

• Delete STA 5045 Statistical Analysis of Communication Data from required courses in the Interpersonal Communication Track.
• Add COM 5XXX Introduction to Communication Research (3 credit hours) to the Interpersonal Communication Track.
• Add COM 6XXX Persuasion in the Media (3 credit hours)
• Add COM 6XXX Risk Communication (3 credit hours)
• Add COM 6XXX Teaching Communication (3 credit hours)
all as restricted electives to the Interpersonal Communication track
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: ________________________________

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

______________________________________________________________

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

If yes, how will current students be impacted by this change?

Additional restricted electives to choose from.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

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<th>Source of funds</th>
<th>Number of fellowship students (specify fellowship)</th>
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<td>Year 3</td>
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</table>
Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Harry Weger (Signature) Date 9/19/16
Program Coordinator

Department Chair (Print) Robert S. Littlefield (Signature) Date 9/29/16
/Director

College Academic (Print) Jane L. Jasinska (Signature) Date 11/14/16
Standards

College Dean (Print) Michael D. Javove (Signature) Date 7/16/16

Graduate Council (Print) (Signature) Date

Graduate Dean (Print) (Signature) Date

Approval

Provost and Executive Vice President: Date

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
Memorandum

To: Graduate Council Curriculum Committee
From: Dr. Harry Weger
Date: 9/23/2016
Re: Program Core and Restricted Electives

Name of Program: Communication, M.A.

Proposed Implementation (catalog year): 2017-2018

1. Short, overall rationale for the change(s):
   - Replacing the required Statistics course with a new required Communication Research course. This new course will provide the foundation for the other existing required Qualitative and Quantitative Research Methods in Communication courses for the graduate program. Last year the Statistics Department and NSC Grad Program agreed to discontinue STA5045.
   - Adding three new restricted electives to the list of restricted electives in both tracks. Adding Risk Communication to the Corporate Communication Graduate Certificate as a restricted elective.

2. Itemized description of each change:
   - Delete STA 5045 Statistical Analysis of Communication Data from required courses in the Interpersonal Communication Track and the Mass Communication Track.
   - Add COM 5XXX Introduction to Communication Research (3 credit hours) to the Interpersonal Communication Track and the Mass Communication Track required courses.
   - Add the following three restricted electives to the Interpersonal Communication and Mass Communication Tracks
     - COM 6XXX Persuasion in the Media (3 credit hours),
     - COM 6XXX Risk Communication (3 credit hours)
     - COM 6XXX Teaching Communication (3 credit hours)
   - Add the following restricted elective to the Corporate Communication Certificate
     - COM 6XXX Risk Communication (3 credit hours)

Attachments:
1. Catalog copy with tracked changes
2. Program recommendation forms
3. Email correspondence with School of Public Administration and emails sent to Education and School of Teaching, Learning and Leadership Public Administration
Jim,

That's great, we will send them your way. I appreciate the help and cooperation from your department over that last few years.

Harry

Harry Weger, Jr.
Associate Professor
Director of Graduate Studies
Nicholson School of Communication
University of Central Florida
Orlando, FL 32816-1344
Harry.Weger@ucf.edu

Harry

Okay, thanks. We have a course, STA 5206, which is a general statistics course offered every fall term for students not in our program. It only requires an introductory undergraduate course in statistics. You can direct any interested students to that course.

Jim

Hi Jim,
I was planning on contacting you about this, glad you got in touch. You can cancel the course. We plan to change our program for next year by adding a more basic course to our sequence and eliminating the statistics course requirement, so even if our enrollment numbers improve, we will not be requiring our students to take a stats course any longer. We will still have a few around who need to take some sort of stats course, hopefully they will be welcome in the more general course you teach that our students used to take. Sorry for waiting so long to let you know, I have just been overwhelmed this year with other stuff.

Thanks,

Harry

Harry Weger, Jr.
Associate Professor
Director of Graduate Studies
Nicholson School of Communication
University of Central Florida
Orlando, FL 32816-1344
Harry.Weger@ucf.edu

From: James Schott
Sent: Wednesday, October 07, 2015 2:18 PM
To: Harry Weger <Harry.Weger@ucf.edu>
Cc: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: STA 5045

Harry

We are trying to decide whether we should continue teaching STA 5045, which as you know is a graduate level statistics course for students in your program. The course has been experiencing declining enrollment, with 32 students in 2012-2013, 12 in 2013-2014 and 8 in 2014-2015. Currently there are no students enrolled in the spring 2016 section. We do not want to run this course unless there are at least 10 students in it. Do you have any objections to us cancelling this course now?

Jim Schott
Communication MA

Interpersonal Communication Track

Program TRACKS

<table>
<thead>
<tr>
<th>Interpersonal Communication</th>
<th>Mass Communication</th>
</tr>
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<tr>
<td>College: Sciences</td>
<td>Degree: MA</td>
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<tr>
<td>Department: Nicholson School of Communication</td>
<td>Option: Thesis, Nonthesis</td>
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<tr>
<td>Program Websites: <a href="http://communication.cos.ucf.edu">http://communication.cos.ucf.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

TRACK DESCRIPTION

The Interpersonal Communication track of the Communication MA focuses on theoretical and applied perspectives of interpersonal communication theory and research.

Show Program Description

CURRICULUM

The MA degree program in Interpersonal Communication is a four-semester program for full-time students. Part-time students may take up to seven years to complete the program. Both thesis and nonthesis options are offered and both consist of a minimum of 34 (thesis) or 33 (nonthesis, comprehensive examinations) semester hours of work. By the end of their first 18 hours of course work, students should decide whether to pursue the thesis or nontesis option. During their first nine hours of study, students are required to complete COM 6008 (Proseminar in Communication) and are expected to complete a research course (either qualitative or quantitative research methods).

Required Courses—18 Credit Hours

All required courses must be completed with a grade of B- or higher.

- COM 5XXX Introduction to Communication Research (3 credit hours)
- COM 6008 Proseminar in Communication (3 credit hours)
- COM 6046 Interpersonal Communication (3 credit hours)
- COM 6303 Qualitative Research Methods in Communication (3 credit hours)
- COM 6304 Quantitative Research Methods in Communication (3 credit hours)
- SPC 6219 Modern Communication Theory (3 credit hours)
- STA 5045 Statistical Analysis of Communication Data (3 credit hours)

Elective Courses—12 Credit Hours

In addition to the courses listed below, special topics courses, study abroad courses, up to 6 credit hours of approved independent studies, directed research, internship, and graduate-level courses taken outside the Nicholson School of Communication may be counted as restricted electives, pending approval by the program director.
• ADV 6209 Advertising and Society (3 credit hours)
• COM 5932 Topics in Communication Theory and Research (3 credit hours)
• COM 6XXX Persuasion in the Media (3 credit hours)
• COM 6XXX Risk Communication (3 credit hours)
• COM 6XXX Teaching Communication (3 credit hours)
• COM 6025 Health Communication (3 credit hours)
• COM 6047 Interpersonal Support in the Workplace (3 credit hours)
• COM 6048 Communication in Close Relationships (3 credit hours)
• COM 6121 Communication Management (3 credit hours)
• COM 6145 Organizational Communication (3 credit hours)
• COM 6232 Symbolism in Terrorism (3 credit hours)
• COM 6463 Studies in Intercultural Communication (3 credit hours)
• COM 6467 Studies in Persuasion (3 credit hours)
• COM 6468 Communication and Conflict (3 credit hours)
• COM 6525 Communication Strategy and Planning (3 credit hours)
• MMC 6202 Legal and Ethical Issues for Communication (3 credit hours)
• MMC 6266 Communications Convergence and Media Planning (3 credit hours)
• MMC 6307 International Communication (3 credit hours)
• MMC 6407 Visual Communication Theory (3 credit hours)
• MMC 6587 Seminar in New Media (3 credit hours)
• MMC 6600 Media Effects and Audience Analysis (3 credit hours)
• MMC 6607 Communication and Society (3 credit hours)
• MMC 6612 Communication and Government (3 credit hours)
• MMC 6735 Social Media as Mass Communication (3 credit hours)
• PUR 6005 Theories of Public Relations (3 credit hours)
• PUR 6403 Crisis Public Relations (3 credit hours)
• PUR 6215 Communicating Corporate Social Responsibility (3 credit hours)
• PUR 6405 Communication and Public Relations in Politics and Government (3 credit hours)
• SPC 6442 Small Group Communication (3 credit hours)

**Thesis Option—4 Credit Hours**

On average, students take about two full semesters to complete a thesis project, so students should begin the process about one year from their desired graduation date. Students begin the thesis process by selecting a thesis adviser who will serve as the Chair of the Thesis Advisory Committee. In conjunction with their thesis adviser, students will develop a topic and choose two additional members of the thesis committee. The thesis committee must be approved prior to enrolling in thesis hours. All thesis advisory committees in the Nicholson School of Communication must be chaired by a member of the NSC graduate faculty. At least one semester prior to the thesis defense, students will submit a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. Students who elect to write a thesis should become familiar with the university’s requirements and deadlines for organizing and submitting the thesis. More information about the thesis process is available in the program handbook and the UCF College of Graduate Studies website.

• XXX 6971 Thesis (minimum of 4 credit hours, can be taken individually)

**Nonthesis Option—3 Credit Hours**

The nonthesis (comprehensive examination) option is a six-examination requirement that assesses students’ coursework competency. Students who choose the comprehensive examination option must take one additional elective course (three credit hours) and successfully complete the comprehensive examinations. The examinations will cover quantitative research methods, qualitative research methods, interpersonal communication, communication theory (i.e., the program core), and two elective areas selected by the student. In order to fulfill the comprehensive exam requirement the student must pass all exams in the program core and at least one of the elective area exams. Once an exam in an area is passed, the student does not have to sit for that exam area again. Students are allowed three attempts to satisfy the comprehensive exam requirement. Students are expected to refer to the NSC Graduate Program handbook for the comprehensive examination protocol.

• Elective (3 credit hours)
• Comprehensive examination

**Equipment Fees**

Full-time students in the Communication MA program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

**Independent Learning**

Students who elect the thesis option engage in independent learning through the design and implementation of original
research in the thesis process. Students who pursue the comprehensive examination option experience independent learning through their individual preparation for each of six comprehensive examinations. All students engage in independent learning
in every Communication core course. A research paper or project is required in each of these classes. The papers and projects provide independent learning by requiring students to design and carry out research projects and develop analytical papers, some of which are submitted to conferences and/or journals for peer review. Internships and independent studies are also common opportunities for independent learning in the Communication MA 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.

Applicants should adhere to the application requirements outlined below. An application will not be reviewed for admission until it is verified as complete by the UCF College of Graduate Studies.

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

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.
- Written statement outlining the applicant's academic and professional goals.
- Two letters of recommendation attesting to the applicant's potential for academic success.

The following information is required for those who wish to be considered for funding initiated by the Nicholson School of Communication, but is recommended for all applicants:

- Additional letter of recommendation (total of three)
- Resume or Curriculum Vita

Application Deadlines

<table>
<thead>
<tr>
<th>Interpersonal Communication</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<td>Jan 15</td>
<td>Jun 1</td>
<td>Nov 1</td>
<td>-</td>
</tr>
</tbody>
</table>

The Fall 2016 application deadline has been extended to July 1.

| International Applicants    | Jan 15        | Jan 15| Jul 1  | -      |
| International Transfer Applicants | Jan 15 | Mar 1 | Sep 1  | -      |

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Assistantships
The majority of financial assistance provided by the Nicholson School of Communication graduate program is granted through assistantships. Preference will be given to applicants who complete their application for admission prior to the January 15th priority deadline. It is the applicants' responsibility to ensure they have a complete application on file by the priority deadline. Applicants who have complete applications on file by the priority deadline will be e-mailed a separate application for assistantship. Current Communication MA degree-seeking students will also be given the opportunity to apply for assistantships at that time. Students on assistantship are paid a stipend, receive tuition support, and are eligible for health insurance. For general information regarding assistantships at UCF, refer to the Assistantships (www.students.graduate.ucf.edu/assistantships) section of the Graduate Students website.

The Nicholson School of Communication offers primarily two types of assistantships:

- **Graduate Teaching Assistants** are assigned to work with faculty members and assist them with their teaching responsibilities. This includes assisting with large lecture classes, grading exams, compiling information for lectures, and working with students, as instructed, to help keep a class operating smoothly.
- **Graduate Teaching Associates** are graduate students who, after completing eighteen hours of their graduate program of study and the required university and department training, are assigned to teach their own sections of undergraduate courses. Typically, Graduate Teaching Associates teach SPC 1608 (Fundamentals of Oral Communication) or SPC 1603 (Fundamentals of Technical Presentation).

Contact INFO

**Graduate Program**

Harry Weger PhD  
Associate Professor  
harry.weger@ucf.edu  
Telephone: 407-823-2859

Kirsten Seitz  
kirsten.seitz@ucf.edu  
Telephone: 407-823-4655

**Graduate Admissions**

Kara McCuller  
gradadmissions@ucf.edu  
Telephone: 407-823-2766

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
Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.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@ucf.edu
http://finaid.ucf.edu
Program Recommendation Form - REVISIONS ONLY

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☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Sciences/Nicholson School of Communication

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Nicholson School of Communication

Name of program, track and/or certificate: Communication M.A., Mass Communication Track

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Mass Communication

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

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• Add COM 6XXX Risk Communication (3 credit hours)
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all as restricted electives to the Mass Communication track.
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If yes, provide the new name of the program, track, or certificate: _______________________________________________________

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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 attach a list of students if possible:

_________________________________________________________________________

_________________________________________________________________________

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

If yes, how will current students be impacted by this change?

Additional restricted electives to choose from.

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Page 3 of UCF Program Recommendation Form – Revisions Only

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  Harry Wiger  (Signature)  Date 9/29/16
Program Coordinator

Department Chair (Print)  Robert S. Littlefield  (Signature)  Date 9/29/16
/Director

College Academic (Print)  Jane L. Jasinski  (Signature)  Date 11/10/15
Standards

College Dean (Print)  Michael D. Judge  (Signature)  Date 12/6/15

Graduate Council (Print)  (Signature)  Date

Graduate Dean (Print)  (Signature)  Date

Approval

Provost and Executive Vice President:  ________________________________  Date

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Memorandum

To: Graduate Council Curriculum Committee
From: Dr. Harry Weger
Date: 9/23/2016
Re: Program Core and Restricted Electives

Name of Program: Communication, M.A.

Proposed Implementation (catalog year): 2017-2018

1. **Short, overall rationale for the change(s):**
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Jim

Hi Jim,
I was planning on contacting you about this, glad you got in touch. You can cancel the course. We plan to change our program for next year by adding a more basic course to our sequence and eliminating the statistics course requirement, so even if our enrollment numbers improve, we will not be requiring our students to take a stats course any longer. We will still have a few around who need to take some sort of stats course, hopefully they will be welcome in the more general course you teach that our students used to take. Sorry for waiting so long to let you know, I have just been overwhelmed this year with other stuff.

Thanks,

Harry

Harry Weger, Jr.
Associate Professor
Director of Graduate Studies
Nicholson School of Communication
University of Central Florida
Orlando, FL 32816-1344
Harry.Weger@ucf.edu

From: James Schott
Sent: Wednesday, October 07, 2015 2:18 PM
To: Harry Weger <Harry.Weger@ucf.edu>
Cc: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: STA 5045

Harry

We are trying to decide whether we should continue teaching STA 5045, which as you know is a graduate level statistics course for students in your program. The course has been experiencing declining enrollment, with 32 students in 2012-2013, 12 in 2013-2014 and 8 in 2014-2015. Currently there are no students enrolled in the spring 2016 section. We do not want to run this course unless there are at least 10 students in it. Do you have any objections to us cancelling this course now?

Jim Schott
**Mass Communication Track**

**Program TRACKS**

<table>
<thead>
<tr>
<th>College</th>
<th>Degree</th>
<th>Department</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>MA</td>
<td>Nicholson School of Communication</td>
<td>Thesis, Nonthesis</td>
</tr>
</tbody>
</table>

**Program Websites**: http://communication.cos.ucf.edu

**TRACK DESCRIPTION**

The Mass Communication track of the Communication MA focuses on theoretical and applied perspectives of mass communication theory and research. Graduates derive benefits in a variety of academic and career directions, including entry into doctoral programs, advancement within existing career contexts, and the procurement of new career directions in the public and private sectors.

**CURRICULUM**

The MA degree program in Mass Communication is a four-semester program for full-time students. Part-time students may take up to seven years to complete the program. Both thesis and nontesis options are offered and both consist of a minimum of 34 (thesis) or 33 (nonthesis, comprehensive examination) semester hours of work. By the end of their first 18 hours of coursework, students should decide whether to pursue the thesis or nonthesis option. During their first nine hours of coursework, students are required to complete COM 6008 (ProSeminar) and expected to complete a research methods class (either qualitative or quantitative research methods).

**Required Courses—15 Credit Hours**

All required courses must be completed with a grade of B- or higher.

- **COM 5XXX Introduction to Communication Research (3 credit hours)**
- **COM 6008 Proseminar in Communication (3 credit hours)**
- **COM 6303 Qualitative Research Methods in Communication (3 credit hours)**
- **COM 6304 Quantitative Research Methods in Communication (3 credit hours)**
- **MMC 6402 Mass Communication Theory (3 credit hours)**
- **STA 5045 Statistical Analysis of Communication Data (3 credit hours)**

**Elective Courses—15 Credit Hours**

In addition to the courses listed below, special topics courses, study abroad courses, up to 6 credit hours of approved independent studies, directed research, internship, and graduate-level courses taken outside the Nicholson School of Communication may be counted as restricted electives pending approval by the program director.

- **ADV 6209 Advertising and Society (3 credit hours)**

**Total Credit Hours Required:**

33-34 Credit Hours Minimum beyond the Bachelor's Degree
Thesis Option—4 Credit Hours

On average, students take about two full semesters to complete a thesis project so students should begin the process about one year from their desired graduation date. Students begin the thesis process by selecting a thesis adviser who will serve as the Chair of the Thesis Advisory Committee. In conjunction with their thesis adviser, students will develop a topic and choose two additional members of the thesis committee. The thesis committee must be approved prior to enrolling in thesis hours. All thesis advisory committees in the Nicholson School of Communication must be chaired by a member of the NSC graduate faculty. At least one semester prior to the thesis defense, students will submit a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. More information about the thesis process is available in the program handbook.

- XXX 6971 Thesis (minimum of 4 credit hours, can be taken individually)

Nonthesis Option—3 Credit Hours

The nonthesis (comprehensive examination) option is a six-examination requirement that assesses students’ coursework competency. Students who choose the comprehensive examination option must take one additional elective course (three credit hours) and successfully complete the comprehensive examinations. The examinations will cover quantitative research methods, qualitative research methods, communication theory (i.e., the program core), and three elective areas selected by the student. In order to fulfill the comprehensive exam requirement the student must pass all exams in the program core and at least two of the elective area exams. Once an exam in an area is passed, the student does not have to sit for that exam area again. Students are allowed three attempts to satisfy the comprehensive exam requirement. Students are expected to refer to the NSC Graduate Program handbook for the comprehensive examination protocol.

- Elective (3 credit hours)
- Comprehensive examinations

Equipment Fee

Full-time students in the Communication MA program pay a $16 equipment fee each semester that they are enrolled. Part-time students pay $8 per semester.

Independent Learning

Students who elect the thesis option engage in independent learning through the design and implementation of original research in the thesis process. Students who pursue the comprehensive examination option experience independent learning.
through their individual preparation for each of six comprehensive examinations. All students engage in independent learning in every Communication core course. A research paper or project is required in each of these classes. The papers and projects provide independent learning by requiring students to design and carry out research projects and develop analytical
papers, some of which are submitted to conferences and/or journals for peer review. Internships and independent studies are also common opportunities for independent learning in the Communication MA 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.

Applicants should adhere to the application requirements outlined below. An application will not be reviewed for admission until it is verified as complete by the UCF College of Graduate Studies.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant’s abilities, past performance, recommendations, match of this program and faculty expertise to the applicant’s career/academic goals, and the applicant’s potential for completing the degree.

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.
- Written statement outlining the applicant’s academic and professional goals.
- Two letters of recommendation attesting to the applicant’s potential for academic success.

The following information is required for those who wish to be considered for funding initiated by the Nicholson School of Communication, but is recommended for all applicants:

- Additional letter of recommendation (total of three)
- Resume or Curriculum Vita

Application Deadlines

<table>
<thead>
<tr>
<th>Mass Communication</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jun 1</td>
<td>Nov 1</td>
<td>-</td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>-</td>
</tr>
<tr>
<td>International Transfer Applicants</td>
<td>Jan 15</td>
<td>Mar 1</td>
<td>Sep 1</td>
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</tr>
</tbody>
</table>

The Fall 2016 application deadline has been extended to July 1.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, 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 UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Assistantships


The majority of financial assistance provided by the Nicholson School of Communication graduate program is granted through assistantships. Preference will be given to applicants who complete their application for admission prior to the January 15th priority deadline. It is the applicants’ responsibility to ensure they have a complete application on file by the priority deadline. Applicants who have complete applications on file by the priority deadline will be e-mailed a separate application for assistantship. Current Communication MA degree-seeking students will also be given the opportunity to apply for assistantships at that time. Students on assistantship are paid a stipend, receive tuition support, and are eligible for health insurance. For general information regarding assistantships at UCF, refer to the Assistantships (www.students.graduate.ucf.edu/assistantships) section of the Graduate Students website.

The Nicholson School of Communication offers primarily two types of assistantships:

- Graduate Teaching Assistants are assigned to work with faculty members and assist them with their teaching responsibilities. This includes assisting with large lecture classes, grading exams, compiling information for lectures, and working with students, as instructed, to help keep a class operating smoothly.
- Graduate Teaching Associates are graduate students who, after completing eighteen hours of their graduate program of study and the required university and department training, are assigned to teach their own sections of undergraduate courses. Typically, Graduate Teaching Associates teach SPC 1608 (Fundamentals of Oral Communication) or SPC 1603 (Fundamentals of Technical Presentation).

Contact INFO

Graduate Program

Harry Weger PhD
Associate Professor
harry.weger@ucf.edu
Telephone: 407-823-2859
NSC 252

Kirsten Seitz
kirsten.seitz@ucf.edu
Telephone: 407-823-4655
NSC 143

Graduate Admissions

Kara McCuller
gradadmissions@ucf.edu
Telephone: 407-823-2766
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
Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.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@ucf.edu
http://finaid.ucf.edu
Program Recommendation Form - REVISIONS ONLY

This form is to be used to REVISE degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ All course action requests that will be needed to implement the curriculum changes.

☑ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Sciences/Nicholson School of Communication

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Nicholson School of Communication

Name of program, track and/or certificate: Corporate Communication Graduate Certificate

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Corporate Communication Certificate

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

The NSC Graduate program is submitting this request to add an additional restricted elective to the Corporate Communication Certificate to add additional value to students' professional skills. Understanding how to communicate risk of issues such as food safety, environmental hazards, and health risks is an important skill set for professionals in corporate communication positions.

Briefly list curriculum changes in bullet format. 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.

• Add COM 6XXX Risk Communication (3 credit hours) as restricted elective to the Corporate Communication Certificate
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: ____________________________________________________________

A proposed 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.

Impact on Current Students
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 attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?  
☑ Yes  ☐ No
If yes, how will current students be impacted by this change?

Additional restricted electives to choose from.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of assistantship students</th>
<th>Source of funds</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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</tbody>
</table>
Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)  Harry Wegner (Signature)  Date 9/29/16
Program Coordinator

Department Chair (Print)  Robert S. Littlefield (Signature)  Date 9/29/16
/Director

College Academic (Print)  Jana C. Jasinska (Signature)  Date 11/1/16
Standards

College Dean (Print)  Michael D. Schubert (Signature)  Date 12/6/12

Graduate Council (Print)  (Signature)  Date

Graduate Dean (Print)  (Signature)  Date

Approval

Provost and Executive Vice President: ____________________________ Date __________________

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

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies
Memorandum

To: Graduate Council Curriculum Committee
From: Dr. Harry Weger
Date: 9/23/2016
Re: Program Core and Restricted Electives

Name of Program: Communication, M.A.

Proposed Implementation (catalog year): 2017-2018

1. Short, overall rationale for the change(s):
   • Replacing the required Statistics course with a new required Communication Research course. This new course will provide the foundation for the other existing required Qualitative and Quantitative Research Methods in Communication courses for the graduate program. Last year the Statistics Department and NSC Grad Program agreed to discontinue STA5045.
   • Adding three new restricted electives to the list of restricted electives in both tracks. Adding Risk Communication to the Corporate Communication Graduate Certificate as a restricted elective.

2. Itemized description of each change:
   • Delete STA 5045 Statistical Analysis of Communication Data from required courses in the Interpersonal Communication Track and the Mass Communication Track.
   • Add COM 5XXX Introduction to Communication Research (3 credit hours) to the Interpersonal Communication Track and the Mass Communication Track required courses.
   • Add the following three restricted electives to the Interpersonal Communication and Mass Communication Tracks
     o COM 6XXX Persuasion in the Media (3 credit hours)
     o COM 6XXX Risk Communication (3 credit hours)
     o COM 6XXX Teaching Communication (3 credit hours)
   • Add the following restricted elective to the Corporate Communication Certificate
     o COM 6XXX Risk Communication (3 credit hours)

Attachments:
1. Catalog copy with tracked changes
2. Program recommendation forms
3. Email correspondence with School of Public Administration and emails sent to Education and School of Teaching, Learning and Leadership Public Administration
PROGRAM DESCRIPTION

The Graduate Certificate in Corporate Communication offers students additional training in creating, managing, and communicating corporate reputation. Coursework focuses on theory, research and practical applications of principles related to corporate communication.

CURRICULUM

The program is composed of three required graduate courses and three elective courses that can be incorporated into a master’s program of study in Mass or Interpersonal Communication or taken as an add-on to another graduate degree. The required and elective courses are drawn from a limited list of courses that reflect current professional development needs for corporate communication. Students must enroll in COM 6008 in the first semester.

| Total Credit Hours Required: |
| 18 Credit Hours Minimum beyond the Bachelor's Degree |

Required Courses—9 Credit Hours

- COM 6008 Proseminar in Communication (3 credit hours)
- PUR 6005 Theories of Public Relations (3 credit hours)
- PUR 6403 Crisis Public Relations (3 credit hours)

Electives—9 Credit Hours

- ADV 6209 Advertising and Society (3 credit hours)
- COM 5932 Topics in Communication (3 credit hours)
- COM 6025 Health Communication (3 credit hours)
- COM 6047 Interpersonal Support in the Workplace (3 credit hours)
- COM 6121 Communication Management (3 credit hours)
- COM 6145 Organizational Communication (3 credit hours)
- COM 6304 Quantitative Research Methods in Communication (3 credit hours)
- COM 6303 Qualitative Research Methods in Communication (3 credit hours)
- COM 6467 Studies in Persuasion (3 credit hours)
- COM 6468 Communication and Conflict (3 credit hours)
- COM 6525 Communication Strategy and Planning (3 credit hours)
- COM 6XXX Risk Communication
- MMC 6735 Social Media as Mass Communication (3 credit hours)
- MMC 6202 Legal and Ethical Issues for Communication (3 credit hours)
- MMC 6266 Communications Convergence and Media Planning (3 credit hours)
- MMC 6307 International Communication (3 credit hours)
- MMC 6407 Visual Communication Theory (3 credit hours)
- MMC 6567 Seminar in New Media (3 credit hours)
- MMC 6600 Media Effects and Audience Analysis (3 credit hours)
- MMC 6402 Mass Communication Theory (3 credit hours)
- PUR 6215 Communicating Corporate Social Responsibility (3 credit hours)
- PUR 6405 Communication and Public Relations in Politics and Government (3 credit hours)
Course Agenda – October 26, 2016 Meeting

1. Course Additions

**College of Arts and Humanities Course Additions**

AMH 5XXX CAH-HIST 3(3,0)
Colloquium in Twentieth Century Tourism: PR: Graduate standing or C.I. Examines the historiography and major themes in the history of tourism scholarship. Occasional.
Abbrev: (17 of 30 chars) Colloq in Tourism
Discussion with others: We have checked for conflicts with the following departments/programs, and no conflicts have been found (see attached emails): English, Anthropology, and Rosen College. We do not foresee conflicts with any other programs.
Rationale: To expand the range of offerings in US history.

EUH 5XXX CAH-HIST 3(3,0)
Colloquium in Early Modern History: PR: Graduate standing or C.I. Readings and discussion on selected topics in the historiography of Early Modern Europe (circa 1400 to 1800). Occasional.
Abbrev: (26 of 30 chars) Colloq in Early Modern Hst
Repeat For Credit: True Max Times: 2
Discussion with others: We have checked for conflicts with the following departments/programs, and no conflicts have been found (see attached emails): English and Political Science. We do not foresee conflicts with any other programs.
Rationale: To expand the range of offerings in European History.

**College of Education and Human Performance Course Additions**

EEX 6XXX ED-CFCS 3(3,0)
Advanced Behavior Analysis: PR: EEX 6612. This course prepares practitioners to use the principles of advanced behavior analysis (ABA) to assess and teach communication skills to individuals with autism and develop knowledge of current augmentative and alternative communication (AAC) technology. Summer.
Abbrev: (3 of 30 chars) ABA
Discussion with others: At this time, there are no courses on the books at the advanced behavior analysis level. The EEX 6612 methods of behavior management is a required course prior to entering the Advanced behavior analysis course. Content in the new course will build off of EEX 6612 into more advanced and complex systems of behavior analysis.
**College of Engineering and Computer Science Course Additions**

**EEL 5XXX**  
**ECS-ECE**  
**3(3,0)**

**Advanced Bioelectronics Systems:**  
PR: EEE 4309C or C.I. Advanced bioelectronics systems and techniques that enable recent biophysical and biomedical research will be discussed. *Spring.*

**Abbrev:** (30 of 30 chars) Advanced Bioelectronics System

**Discussion with others:** Sent email to Dr. Qu 10/13/2016 requesting discussion with NanoScience Technology Center.

**Rationale:** In recent years, electronics systems and instrumentations became an essential tool for the advances in biotechnology and biosciences that deal with numerous issues associated with noise, gain-bandwidth and throughput, for instance, single-cell electrophysiology and single-molecule measurement. As the industrial and academic interests grow rapidly in biotechnology, students advancing their career in biotechnology need fundamental understanding of common challenges and techniques in advanced bioelectronics systems.

Especially with UCF starting a Biomedical Engineering program for MS (and Ph.D. in the future), this class will give a strong presence of Electrical and Computer Engineering to students who have interest in the field of Biomedical Engineering.

**College of Graduate Studies Course Additions**

**IDS 6XXX**  
**GRDST-INTERDIS**  
**3(3,0)**

**Nanotechnology for Sustainable Agriculture:**  
PR: Admission to the PSM or MS in Nanotechnology or C.I. Prepares a new generation of STEM students who are equipped with necessary knowledge to adapt sustainable agricultural practices. *Fall.*

**Abbrev:** (30 of 30 chars) Nanotech for Sustainable Agric

**Discussion with others:** Course was discussed with the Chemistry Department and there was no overlap. This course is offered to students willing to pursue higher studies in agriculture (crop protection, horticulture, food science) or willing to work with agro-chemical industries. Traditional chemists or materials scientists are not adequately trained to join agricultural industries as they have limited exposure and knowledge in the field.

**Rationale:** No such course available at UCF to prepare students for agro-chemical job market.

**Majors taking course:** Recommended for students in PSM and MS programs in Nanotechnology

**IDS 6XXX**  
**GRDST-INTERDIS**  
**3(3,0)**

**Biointerfaces Enabled by Micro/NanoFabrication:**  
PR: Admission to the PSM or MS in Nanotechnology or C.I. Introduces students to the interfaces and devices in the biotechnology and biomedical arenas that are enabled by Micro/NanoFabrication. *Spring.*

**Abbrev:** (30 of 30 chars) BIOINTERF ENAB BY MICRONANOFAB

**Discussion with others:** Discussed with Mechanical and Aerospace Engineering Department, and they have no concerns.

**Rationale:** This course will be used primarily as an elective course. The course will introduce students to a variety of biointerfaces that are enabled by Micro/NanoFabrication. Students will learn the practical applications of Micro/NanoFabrication technologies and their applications in BioMEMS and bionanotechnology products and will gain an in-depth overview of biointerfaces enabled by Micro/NanoFabrication. No such course available at UCF offers students exposure to both research devices as well as products of this type.
Majors taking course: PSM and MS programs in Nanotechnology

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**College of Medicine Course Additions**

<table>
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<tr>
<th>Course Code</th>
<th>Department</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MDE 8XXX</td>
<td>COM-MED</td>
<td>Integrative Medicine Elective</td>
<td>6(6,0)</td>
</tr>
</tbody>
</table>

**Integrative Medicine Elective**

- **PR:** Completion of the M3 year. This elective rotation that provides introductory sessions and workshops will be presented by community practitioners and preceptors focusing on different modalities of integrative medicine; botanicals, homeopathy, mind/body, nutrition, traditional Chinese medicine, osteopathy, and energy medicine. *Spring.*

Abbrev: (29 of 30 chars) Integrative Medicine Elective

Majors taking course: None

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**College of Nursing Course Additions**

<table>
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<tr>
<th>Course Code</th>
<th>Department</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>NGR 6XXX</td>
<td>CON-</td>
<td>Global Health in Action</td>
<td>3(3,0)</td>
</tr>
</tbody>
</table>

**Global Health in Action**

- **PR:** Admission to Graduate Nursing Program or C.I. An overview of health from a global perspective, synthesizing the theory and practice of global health. *Summer.*

Abbrev: (21 of 30 chars) Global Hlth in Action

Repeat For Credit: True Max Times: 2

Discussion with others: See emails

Rationale: A major revision reflecting current issues in global health

Majors taking course: Not applicable

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**College of Sciences Course Additions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
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<th>Units</th>
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<tr>
<td>ANG 5XXX</td>
<td>COS-ANTHRO</td>
<td>Writing in Anthropology</td>
<td>3(3,0)</td>
</tr>
</tbody>
</table>

**Writing in Anthropology**

- **PR:** Admission to the Ph.D. in Integrative Anthropological Sciences or MA in Anthropology programs, or C.I. Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting. *Fall.*

Abbrev: (23 of 30 chars) Writing in Anthropology

Discussion with others: We reached out to the Department of Writing and Rhetoric and no conflict or duplication was found. See attached email.

Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct master and doctoral-level research in the anthropological sciences. This will be a required course in the Anthropology MA program and elective in the proposed Integrative Anthropological Sciences Ph.D. program.

Majors taking course: M.A. in Anthropology
ANG 6XXX COS-ANTHRO 3(3,0)
Advanced Topics in Environmental Transformations: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs, or C.I. Anthropological, archaeological, ecological, and geographical approaches to understanding human interactions with landscapes and environments through time. *Odd Spring.*
*Abbrev: (29 of 30 chars)* Environmental Transformations
Discussion with others: We have had discussions with the following departments - Biology, Sociology, and History. No duplications or conflicts were identified. Emails attached. 9/14/2016
We did not receive a response from History. See attached original sent email.
Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and existing M.A. in Anthropology program.
Majors taking course: n/a

ANG 6XXX COS-ANTHRO 3(3,0)
Advanced Topics in Medical Anthropology: PR: Admission to Ph.D. in Integrative Anthropological Sciences or M.A in Anthropology programs, or C.I. Examination of advanced topics in the cultural construction of health and illness. *Even Spring.*
*Abbrev: (28 of 30 chars)* Adv Topics in Medical Anthro
Discussion with others: We have had discussions with the following departments - Political Science, Sociology, and Health Professions. No duplications or conflicts were identified. Emails attached.
Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.
Majors taking course: n/a

ANG 6XXX COS-ANTHRO 3(3,0)
Advances in Bioarchaeology: PR: ANG 6520C and Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Advanced bioarchaeological analysis of cultural and historical processes that affect human skeletal remains. *Odd Fall.*
*Abbrev: (26 of 30 chars)* Advances in Bioarchaeology
Discussion with others: We have sent an email to the Department of History but did not receive a response. See original sent email attached.
Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.
Majors taking course: none
Business Practices for the Anthropological Sciences: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Examination of the culture and philosophy of business management, introducing business concepts and practices within anthropological sciences. Occasional.
Abbrev: (30 of 30 chars) Business Pract Anthro Sciences

Contemporary Problems in the Study of Complex Societies: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Examination of the processes that fostered the rise of complex societies, including the dynamics behind cultural evolution, societal expansion, and collapse. Occasional.
Abbrev: (29 of 30 chars) Problems in Complex Societies

Contemporary Problems in the Anthropology of Mental Health: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. The study of mental health and mental illness from the perspective of practitioners, researchers and psychological/psychiatric anthropologists. Odd Fall.
Abbrev: (28 of 30 chars) Prob in Anthro Mental Health
ANG 6XXX  COS-ANTHRO  3(3,0)

Ethics in Anthropology: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Ethical issues and concepts practitioners of integrative anthropological sciences confront across various academic, research, and public domains.

Occasional.

Abbrev: (22 of 30 chars) Ethics in Anthropology

Discussion with others: We have discussed this course with the Department of Philosophy and there are no duplications or conflicts identified. A suggestion was made to change the title of the course from "Ethics in the Study of Human Societies" to something that identified it specifically as an anthropological course. The title was changed to "Ethics in Anthropology." See attached email.

Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.

Majors taking course: no

ANG 6XXX  COS-ANTHRO  3(3,0)

Food Security and Sustainability: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Global concepts of food security and sustainability including an examination of the social, economic, and environmental dimensions of how humans produce and consume food. Occasional.

Abbrev: (28 of 30 chars) Food Security/Sustainability

Discussion with others: We have had discussions with the following departments - Biology, and Sociology. No duplications or conflicts were identified. Emails attached.

Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.

Majors taking course: no

ANG 6XXX  COS-ANTHRO  3(3,0)

Science, Technology, and the Transformation of Human Societies: PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Scientific methods and technology as they affect social transformation within the integrative anthropological sciences. Fall.

Abbrev: (30 of 30 chars) Transformation Human Societies

Discussion with others: We have had discussions with the following departments - Biology, Sociology, History, and Writing and Rhetoric. No duplications or conflicts were identified. Emails attached. 9/14/2016 Note - We did not receive a response from the Department of History. Please see attached original sent email.

Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is a required course in the proposed Integrative Anthropological Sciences Ph.D. program.
**Majors taking course:** Ph.D. in Integrative Anthropological Sciences

**ANG 6XXX**  **COS-ANTHRO 3(3,0)**

**Applied Materials Analysis in Anthropological Sciences:** PR: Admission to the Ph.D. in Integrative Anthropological Sciences and M.A. in Anthropology programs or C.I. Techniques used for analysis of biological and man-made materials, the interpretation of results produced, and their impact on the reconstruction of human biology and history. *Even Fall.*

**Abbrev:** (26 of 30 chars) Applied Materials Analysis

**Discussion with others:** We have had discussions with the following departments - Biology, Chemistry, and Material Science and Engineering. No duplications or conflicts were identified. Emails attached.

**Rationale:** Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.

**Majors taking course:** n/a

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**ANG 7XXX**  **COS-ANTHRO 3(3,0)**

**Advanced Anthropological Topics in Geospatial Analysis:** PR: ANG 5852, ANG 5853, and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I. Advanced application of geographic information systems methodology for the documentation and analysis of anthropological, archaeological, and forensic problems. *Spring.*

**Abbrev:** (29 of 30 chars) Advanced Anthro Topics in GIS

**Discussion with others:** We have had discussions with the following departments - Biology, Electrical and Computer Engineering, Sociology, Political Science, and Public Administration. No duplications or conflicts were identified. Emails attached.

**Rationale:** Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. The course also highlights an enhancement of working with researchers in other disciplines and undertaking interdisciplinary research. This is a required course in the proposed Integrative Anthropological Sciences Ph.D. program.

**Majors taking course:** Integrative Anthropological Sciences Ph.D.

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**ANG 7XXX**  **COS-ANTHRO 3(3,0)**

**Advanced Qualitative Methods in Anthropology:** PR: ANG 6801 and Admission to the Ph.D. in Integrative Anthropological Sciences Ph.D. program or C.I. Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation. *Spring.*

**Abbrev:** (29 of 30 chars) Qualitative Methods in Anthro

**Discussion with others:** We have had discussions with the following departments - Sociology, and Writing and Rhetoric. No duplications or conflicts were identified. Emails attached.

**Rationale:** Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is a required course in the proposed Integrative Anthropological Sciences Ph.D. program.

**Majors taking course:** Ph.D. in Integrative Anthropological Sciences program.
ANG 7XXX COS-ANTHRO 3(3,0)
Advanced Quantitative Methods in Anthropology: PR: ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I. Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples. Spring.
Abbrev: (30 of 30 chars) Quantitative Methods in Anthro
Discussion with others: We have had discussions with the following departments - Statistics, and Sociology. No duplications or conflicts were identified. Emails attached.
Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is a required course in the proposed Integrative Anthropological Sciences Ph.D. program.
Majors taking course: Integrative Anthropological Sciences Ph.D.

ANG 7XXXC COS-ANTHRO 3(3,0)
Applied Integrative Isotopic Sciences: PR: Admission to the Ph.D. in Integrative Anthropological Science or C.I. Theoretical and methodological approaches to stable isotope analysis and its application in the interpretation of human migration, diet, disease, environment, and physiology. Even Spring.
Abbrev: (25 of 30 chars) Applied Isotopic Sciences
Discussion with others: We have had discussions with the following departments - Biology, Chemistry, and Material Sciences and Engineering. No duplications or conflicts were identified. Emails attached.
Rationale: Course is designed to provide students with specific methodological and employment skills that will forward their ability to conduct doctoral-level research in the anthropological sciences. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program.
Majors taking course: n/a

COM 6XXX COS-COMM 3(3,0)
Persuasion in the Media: PR: Graduate standing or C.I. The underlying persuasive messages about cultural norms and values that are communicated through mass media channels such as movies, music, etc. Occasional.
Abbrev: (23 of 30 chars) Persuasion in the Media
Rationale: Students will learn to describe, interpret, and evaluate persuasive messages conveyed through mediated communication channels which is essential for understanding strategic communication.

COM 6XXX COS-COMM 3(3,0)
Risk Communication: PR: Graduate standing or C.I. A message-centered approach to the study of risk communication. Establishes risk communication as a distinct sub-discipline within the communication discipline. Occasional.
Abbrev: (18 of 30 chars) Risk Communication
Discussion with others: Contact with Public Administration attached; no conflict or overlap.
Rationale: This course provides an overview of the established and emerging perspectives on risk and crisis from the communication perspective. Crisis and Risk will be an area of emphasis in the degree program.

**COM 6XXX** COS-COMM 3(3,0)
**Teaching Communication:** PR: Graduate standing or C.I. Develop best practices for teaching public speaking, interpersonal, persuasion, small group, organizational, mass, and intercultural communication concepts and skills. Occasional.
**Abbrev:** (22 of 30 chars) Teaching Communication
**Discussion with others:** Contacted the Department of Educational and Human Sciences and the School of Teaching, Learning and Leadership (see attached email indicating the college's support for this new course).
**Rationale:** Communication Education (the philosophy and pedagogy involved in teaching communication) is a subtopic within the larger area of Instructional Communication (the role of communication in instruction across communication contexts). This course will align well with our proposed doctoral program.

**ANG 6XXX** COS-SOC 3(3,0)
**Advances in Archaeological Practice:** PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Topics concerning cultural resource management as a professional field within anthropology, and specifically, anthropological archaeology. Occasional.
**Abbrev:** (27 of 30 chars) Adv Archaeological Practice
**Discussion with others:** We reached out to the Department of History and a duplication was noted with one course. We significantly changed the scope of this course so there are no further overlaps. See attached email from History.
**Rationale:** This course will specifically provide students with a background to begin work in applied areas of archaeology and cultural resource management. This is significant because it allows students opportunities for employment outside of academia and prepares them for a competitive segment of the job market. This is an elective course in the proposed Integrative Anthropological Sciences Ph.D. program and the existing M.A. in Anthropology program.
**Majors taking course:** n/a

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2. Special Topics Additions

**College of Engineering and Computer Science Special Topics Additions**

**EEL 5937** ECS-ECE 3(3,0)
**Advanced Bioelectronics Systems:** PR: EEE 4309C or C.I. Advanced bioelectronics systems and techniques that enable recent biophysical and biomedical research will be discussed. Occasional.
**Abbrev:** (30 of 30 chars) Advanced Bioelectronics System
EEL 6938  ECS-ECE  3(3,0)
Modeling and Analysis of Networked Cyber Physical Systems: PR: Graduate standing or C.I. Analysis, modeling and design of networked cyber-physical systems such as Intelligent Transportation Systems and Industrial Control Networks; Stochastic Hybrid Systems, continuous and discrete system modeling approaches; industry standards in transportation, smart grid, industrial control, and their use and implications in the design of distributed systems. Occasional. Abbrev: (29 of 30 chars) Mod & Analysis Networked Syst
Rationale: The course covers advanced topics in modeling and design of networked systems such as intelligent transportation systems and industrial networks. The subjects covered in this course are not currently offered in other courses at UCF. The material for the course has been revised over the past 5 years (at West Virginia University) based on the input from students and as the field has progressed and matured. The content is of particular interest to students seeking positions in either industry or research related to connected vehicles, smart grid or industrial control. I have received feedback from several students indicating their success due to familiarity with some of the industry related concepts that were taught in this course.

3. Course Revisions

College of Education and Human Performance Course Revisions

EDF 7407  Research in Educational Leadership 2  3(3,0)
PR: EDF 7471 and EDF 6481, admission to the EdS or EdD in Educational Leadership. Methods applied to statistical problems and resolution of selected problems appropriate for statistical applications is the focus of the course.
Discussion with others: There are no conflicts as the course was designed and approved as an educational leadership course in 2009/2010 academic year.
Rationale: The prerequisite is being changed from EDF 6481 to EDF 7471 and admission in the EdS and EdD program, as many master's degree programs no longer include EDF 6481 as a requirement, including the MED in Educational Leadership.
Majors taking course: EdS and EdD in Educational Leadership

EDF 7471  Research in Educational Leadership I  3(3,0)
PR: EDF 6481, Admission to the EdS or EdD in Educational Leadership. Study, analysis, and understanding of applied educational research methods are the focus of the course.
Discussion with others: There are no conflicts as the course was designed and approved as an educational leadership course in 2009-2010.
Rationale: The prerequisite is being changed from EDF 6481 to admission to the EdD or EdS program as many master's degree programs no longer include EDF 6481 as a requirement, including the MED in Educational Leadership.
Majors taking course: EdS and EdD in Educational Leadership

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College of Engineering and Computer Science Course Revisions

CWR 5545 Water Resources Engineering 3(3,0)
PR: CWR 4633C 4120 or C.I.
Systems identification and solution to complex water allocation problems, and other hydraulic engineering designs and operations using economic analysis and operations research techniques.
Rationale: Updating PR due to course changes

CWR 6235 Open Channel Hydraulics 3(3,0)
PR: CWR 4633C 4202C or C.I.
Free surface flow studies by empirical and theoretical methods for the design, operation, and management of open channels.
Rationale: updating PR

CAP 6135 Malware and Software Vulnerability Analysis 3(3,0)
PR: CNT 4704 Digital Forensics MS major or equivalent and CGS 5131, CDA 5106 or C. I. COT 5405.
Analyzes computer malicious codes, such as virus, worm, trojan, spyware, and software vulnerabilities, such as buffer-overflow.
Term Offered: Odd Fall Spring
Rationale: Updating PRs to allow other programs to take course

CIS 6395 Incident Response Technologies 3(3,0)
PR: CGS 5131 and CNT 6418, Digital Forensics MS major or C. I. CDA 5106 or COT 5405.
This course covers security incidents and intrusions. Topics include: identifying and categorizing incidents, responding to incidents, log analysis, network traffic analysis, and tools.
Rationale: Updating PRs to accommodate students in other programs

CNT 6519 Wireless Security and Forensics 3(3,0)
PR: CGS 5131 Digital Forensics MS major or C. I. CDA 5106 or COT 5405.
Advanced topics in wireless network security, security management, cryptography, wireless forensics and related areas.
Term Offered: Even Spring Fall
Rationale: Updating PRs to allow other programs to take
**College of Graduate Studies Course Revisions**

**IDS 6257**  
**Fundamentals of Nano-Biophysics**  
**Principles and Techniques of Nanobiology**  
3(3,0)  
PR: Admission to the Nanotechnology PSM or MS program, or C.I.  
This course aims to integrate multi-disciplinary approaches covering physics, biology, and nanoscience to understand how living system works at the nanoscale.  
**Abbrev (29 of 30): Nano Biophysics Principles/Techniques Nanobio**  
**Rationale:** Changing the title to reflect concerns from the Physics department about potential conflicts with an existing course in this department.  
**Majors taking course:** PSM and MS program in Nanotechnology

**IDS 6258**  
**Advanced Materials for Rechargeable Batteries**  
**Advanced Materials and Nanotechnology for Rechargeable Batteries**  
3(3,0)  
PR: Admission to the PSM in Nanotechnology and Intro Nanosci Nanotech, or C.I.  
Build a bridge between nanomaterials and electrochemical energy storage performance and demonstrate renewable energy storage on the nanoscale.  
**Rationale:** Changing the title to reflect the course topic more accurately.

**College of Optics and Photonics Course Revisions**

**OSE 6125**  
**Computational Photonics**  
3(3,0)  
PR: Graduate standing, OSE 6111 and OSE 6432, 6111 or C.I.  
Computational methods for photonic guided wave structures, periodic structures, and integrated photonic structures and devices.  
**Discussion with others:** Requested approval from both Physics and Engineering. Engineering (Kalpathy Sundaram) approved to go forward. Physics (Eduardo Mucciolo) approved to go forward.  
**Rationale:** This is an update to pre-requisites only.  
**Majors taking course:** None - elective only

**OSE 6421**  
**Integrated Photonics**  
3(3,0)  
PR: Graduate standing, OSE 6111 or C.I.  
Reviews working principle, system functionality and design and fabrication issues of semiconductor integrated photonic devices and circuits for optical telecommunication and interconnect applications.  
**Discussion with others:** Request sent to Physics and EE for approval to go forward. EE - Approval received from Kalpathy Sundaram. Physics - Approval received from Eduardo Mucciolo.  
**Rationale:** This is a pre-requisite update only  
**Majors taking course:** elective course in Optics
**OSE 6445**  
**Fundamentals of Ultrafast Optics**  
3(3,0) PR:  
Graduate standing, and OSE 5041 or OSE 6111 or PHY 5346, and OSE 6525, or C.I.  
Discussion with others: Requested approval to go forward from EE and Physics. EE - Approval received from Kalpathy Sundaram. Physics - Approval received from Eduardo Mucciolo.  
Rationale: This is a pre-requisite update only.  
Majors taking course: recommended in Optics MS

**OSE 6447**  
**Attosecond Optics**  
3(3,0) PR:  
Graduate standing, and OSE 6349 or PHY 5606, and OSE 5041 or OSE 6111 or PHY 5346, 5346 or OSE 6525, or C.I.  
Introduction of the forefront of attosecond optics research. Topics include the fundamental theories and latest journal publications.  
Discussion with others: Request sent to EE and Phy to approve to go forward with update. EE - Approved to go forward by Kalpathy Sundaram. Physics - Approved to go forward by Eduardo Mucciolo.  
Rationale: Course OSE 5041 is no longer a required course, and should be removed as a pre-requisite for this class.  
Majors taking course: none required.

**OSE 6525**  
**Laser Engineering**  
3(3,0) PR:  
Graduate standing and OSE 5041 or C.I.  
Principles of laser amplification and oscillations; design of lasers; general characteristics of excitation systems.  
Discussion with others: Request send to EE and Physics to get approval to go forward. EE - Approval received from Kalpathy Sundaram. Physics - Approval received from Eduardo Mucciolo.  
Rationale: Course OSE 5041 is no longer a required course in our program. This is a pre-requisite update only  
Majors taking course: Optics MS and Optics PhD

**College of Sciences Course Revisions**

**BSC 6935**  
**Seminar in Biology**  
1(1,0) PR:  
Admission to Biology M.S. or Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.  
Discussions and presentations addressing current research in the field of Biology. Graded S/U.  
May be used in the degree program a maximum of 2 times.  
Rationale: "Ph.D. in Conservation Biology" should be included in the prerequisites statement because it is also a requirement for all Biology PhD students.
PCB 6095  Professional Development in Biology I  1(1,0)
PR: Admission to the M.S. in Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Methods in experimental design, research, and the ethics of animal research. Graded S/U.
Rationale: "Ph.D. in Conservation Biology" should be included in the prerequisites statement because it is also a requirement for all Biology PhD students.

PCB 6096  Professional Development in Biology II  1(1,0)
PR: Admission to the M.S. in Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Preparation and presentation of research grants, scientific presentations, and scientific papers. Graded S/U.
Rationale: "Ph.D. in Conservation Biology" should be included in the prerequisites statement because it is also a requirement for all Biology PhD students.

PSY 6318  Recruitment, Placement and Selection  3(3,0)
INP 6318  PR: PSY 6308C and admission to Industrial Organizational Psychology M.S., or C.I.
Issues related to recruiting, placing, and selecting employees and an examination of currently used tests in industry.
Rationale: The prefix was originally incorrectly assigned

4. Course Deletions

College of Arts and Humanities Course Deletions

CRW 5020  CAH-ENG  3(3,0)
Graduate Writing Workshop PR: Admission to Creative Writing MFA and C.I. Student writers present their own work, receiving detailed analysis of its strengths and weaknesses from their fellow writers and from the teacher. May be used in the degree program a maximum of 5 times. Discussion with others: n/a
Rationale: We no longer offer this course since our students need 6xxx level courses to fulfill Graduate College requirements. We offer CRW 6025 Advanced Graduate Workshop each fall and spring semester.

SPW 5795  CAH-LANG  3(3,0)
Jewish Culture in Latin America PR: Spanish M.A. program or graduate student proficient in Spanish. History of the arrival of Jews in Latin America and studies of Latin American Jewish authors and literature. Will be taught in Spanish, including all readings.
Discussion with others: n/a
Rationale: This course was intended to be used as a program elective. Faculty member who designed this course is no longer at UCF and the course content does not align with current faculty members' areas of expertise.

College of Engineering and Computer Science Course Deletions
College of Nursing Course Deletions

NGR 6242 CON-NURS 2(2,0)
Adult II for APNs PR: Admission to MSN program or a nursing certificate track; NGR 6240.
CR: NGR 6242L (for ANP track). Development of theoretical foundation for the evaluation,
diagnosis, and management of the complex health needs of adults.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6242L CON-NURS 2(0,2)
Adult II Clinical for APNs PR: Admission to M.S. in Nursing program, Nursing certificate,
Adult Nurse Practitioner track, NGR 6240; NGR 6240L (Family Nurse Practitioner, Adult
Nurse Practitioner tracks). CR: NGR 6242. Application of theory and skills for the evaluation,
diagnosis, and management of the complex health needs of adults. Graded S/U. May be
repeated for credit.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6335 CON-NURS 2(2,0)
Focused Pediatrics for APNs PR: Admission to M.S. in Nursing program, Nursing
certificate or track, NGR 6331, NGR 6331L (for Pediatric Nurse Practitioner students). CR:
6335L (for PNP students). Development of advanced knowledge in the physical and
developmental assessment of children and families across the lifespan.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6336 CON-NURS 3(3,0)
Medically Complex Infants and Toddlers PR: Admission to the Infant and Toddler
Development Specialist Certificate program or the M.S. in Nursing Program. Biomedical risk
factors affecting infant/toddler development and the impact on their families. May be used in
the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6780 CON-NURS 3(3,0)
Clinical Nurse Specialist I PR: NGR 5141; NR 6172, NGR 5720, NGR 5003. Foundation for
Clinical Nurse Specialist practice; common clinical problems across the lifespan; role
delineation. May be used in the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6780L CON-NURS 3(0,3)
Clinical Nurse Specialist I Practicum PR: Coreq. NGR 6780, Prereq. NGR 6722.
Implementation of the clinical expert, educator, and leadership roles of the Clinical Nurse
Specialist. Graded S/U. May be used in the degree program a maximum of 2 times.
NGR 6781  CON-NURS  2(2,0)
Clinical Nurse Specialist II PR: NGR 6780, NGR 6780L. Continuation of Clinical Nurse Specialist; management of acute and/or complex patients across the lifespan; consultant, case manager, change agent and research roles. May be used in the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6781L  CON-NURS  3(0,3)
Clinical Nurse Specialist II Practicum PR: NGR 6780 and NGR 6780L, CR: NGR 6781. Continuation of CNS 1. Management of acute and/or complex patients across the lifespan. Consultant, case manager, change agent and research roles. Graded S/U. May be used in the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6782  CON-NURS  3(3,0)
Adult CNS I PR: Admission to the Doctor of Nursing Practice program, Adult/Gerontology Clinical Nurse Specialist track; completion of NGR 5003, NGR 5003L, NGR 5141, NGR 5720, or C.I. Clinical Nurse Specialist foundation. Common problems relevant to adult acute care. Clinical Nurse Specialist competencies of direct care, coaching, and ethical decision making. May be used in the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6782L  CON-NURS  2(0,2)
Discussion with others: Not applicable
Rationale: Course no longer taught

NGR 6819  CON-NURS  3(3,0)
Client Health Empowerment PR: Enrollment in a graduate health program or C.I. Analysis of the research and application of interventions that promote empowerment in health care delivery for diverse populations. May be used in the degree program a maximum of 2 times.
Discussion with others: Course no longer taught
Rationale: Course no longer taught

NGR 7176  CON-NURS  3(3,0)
Advanced Pharmacology for Advanced Practice Nursing PR: Admission to DNP and National Certification for APN Specialty or C.I. Comprehensive understanding and application
of pharmacotherapeutics for acute and complex patients throughout the life span. May be used in the degree program a maximum of 2 times.
Discussion with others: Not applicable
Rationale: Course no longer taught

**College of Optics and Photonics Course Deletions**

OSE 6118  OPT-OPT  3(3,0)
Optical Propagation in Inhomogeneous Media PR: Graduate standing or C.I. Basic concepts of optical wave scattering and propagation in inhomogeneous media with applications to material sciences, optical remote sensing, biomedical optics, imaging, and image analysis.
Discussion with others: Request Sent to EE and Phy to go forward with deletion: EE: Approved by Kalpathy Sundaram. PHY: Approved by Eduardo Mucciolo.
Rationale: This course has only been taught one time in 10 years, and that one instance was more than 5 years ago. There is no intention to offer this course again.

**College of Sciences Course Deletions**

PHY 5455  COS-PHYS  3(3,0)
Modern X-ray Science PR: Graduate status or senior standing or C.I. An introduction to the science and applications of modern X-ray optics, X-ray lasers, etc., with a review of basic properties of X-rays.
Discussion with others: n/a
Rationale: This course was offered by an affiliated faculty who is not interested in offering it again. The course is not seen as a current curriculum priority.

PHY 5650  COS-PHYS  3(3,0)
Introduction to Quantum Computation PR: C.I. Theoretical fundamentals and physical implementations of quantum computation for science and engineering students. Discussion with others: n/a
Rationale: This course was offered once, but it overlaps with a similar course offered by Computer Science.

PHY 5705  COS-PHYS  1(1,0)
Physics of Graphene and Carbon Nanotubes PR: PHZ 4404 or equivalent, or C.I. Advanced topics in carbon nanotubes and graphene sheets by presentation and discussion of current literature.
Discussion with others: n/a
Rationale: This course has never been offered. There is no faculty willing to teach it and does not constitute a current curriculum priority.

PHY 5846C  COS-PHYS  3(3,3)
Methods of Experimental Physics PR: Graduate status or senior standing or C.I. Introduction to methods of experimental physics, including instrumental design, data acquisition, vacuum, cryogenics, sample preparation, nuclear physics, transport, and
spectroscopy.
Discussion with others: n/a
Rationale: This was originally a mandatory course for graduate students in the department. As an elective, it is found redundant and not necessary anymore.

PHY 6939 COS-PHYS 1(1,0)
Physics Research Seminar PR: Graduate standing or C.I. Modern experimental and theoretical research methods and current topics will be presented by local and invited researchers in physics. Graded S/U. May be used in the degree program a maximum of 3 times.
Discussion with others: n/a
Rationale: Given the current course load on graduate students in the Physics department, this course is not needed anymore.

PHY 7423 COS-PHYS 3(3,0)
Physics of Nanostructures PR: PHY 6624 or C.I. Electronic properties of mesoscopic nanostructures, conductance as transmission, s-matrix and Green's functions, localization, universal conductance fluctuations, single electron tunneling, chaos, nonequilibrium transport.
Discussion with others: n/a
Rationale: Created by a former physics faculty, it overlaps with another course active in the department.

PHZ 5045 COS-PHYS 3(3,0)
Attosecond Laser Physics PR: PHY 5606, PHY 5346 or PHY 4324, or C.I. Technique for generating attosecond optical pulses using both semi-classical models and quantum mechanics theories. Illustrative examples of attosecond applications.
Discussion with others: n/a
Rationale: This course was created more than five years ago and never offered. Not seen as a curriculum priority by the department at this time.

PHZ 5445 COS-PHYS 3(3,0)
Nanofabrication using Focused Ion Beam PR: Graduate standing or C.I. Basic theory of ion-solid interaction; fundamental principle of focused ion beam instrument and its applications in nanofabrication; other ion beam techniques.
Discussion with others: n/a
Rationale: This course won't be offered anymore. It was too specialized and had low demand.

PHZ 6446 COS-PHYS 3(3,0)
Selected topics in Physics of Semiconductors and Devices PR: PHZ 6426 or C.I. Theory of semiconductor physics and devices.
Discussion with others: n/a
Rationale: This course won't be offered anymore. It was too specialized and had low demand.
INR 6086  COS-POLS  3(3,0)
International Public Policy PR: Graduate standing. Examines endogenous and exogenous variables involved in selected issues in the arena of international public policy.
Discussion with others: n/a
Rationale: Course not offered in 5-years.

INR 6096  COS-POLS  3(3,0)
International Drug Policy PR: Admission to degree-seeking program or C.I. Overview of drug use/abuse around the globe, debating the issues associated with international drug dealing and trafficking and analyzing the U.S. "War on Drugs".
Discussion with others: n/a
Rationale: Course not offered in 5-years.

5. Course Continuations

College of Medicine Course Continuations

MCB 5932  COM-BSBS  VAR(VAR,VAR)
Current Topics in Molecular Biology PR: Graduate standing or C.I. Selected current research topics from the primary literature reflecting recent advances in molecular biology. May be repeated for credit.
Rationale: We are in process of hiring additional faculty who will be involved in 3 new tracks which will involve these courses in the near future.

PCB 6595  COM-BSBS  3(3,0)
Regulation of Gene Expression PR: Advanced course in molecular biology of BSC 6407C. Concepts of molecular biology focusing on major areas in transcriptional and translational processes.
Rationale: We are in process of hiring additional faculty who will be involved in 3 new tracks which will involve these courses in the near future.

College of Sciences Course Continuations

AST 5334  COS-PHYS  3(3,0)
Extrasolar Planets and Brown Dwarfs PR: Admission to Physics M.S. or Physics Ph.D., or C.I. Substellar-mass objects, their formation, evolution, dynamics, detection, and environments.
Rationale: This class was originally taught by Prof. Eduardo Martin (former Physics faculty), who had a non-tenure-track position that was cut during the economic crash. The class was popular. This is one of the most quickly developing areas in modern astronomy and the class prepares students to participate in existing faculty research. There is high interest among students.
PHY 5255  COS-PHYS  3(3,0)
Physics of Fluids and Biofluids  PR: PHY 3513, PHY 3323, and MAP 2302 or C.I. Ideal Fluids; Basic equation of fluid flow; Viscous flow, instability and turbulence; Thermal and mass transfers in fluids, biofluid mechanics of blood circulation.
Rationale: The Physics department plans to offer the following elective courses in the immediate future to maintain a diverse curriculum in different fronts of physics. These courses have not been offered during the last years due to the limiting number of instructors in the department during a time of a substantial increase of the number of students enrolled in physics courses. With the recent hires of physics faculty, it is the department's plan to start offering these courses again soon.

PHY 5715  COS-PHYS  3(3,0)
Physical Basis of Life  PR: Graduate standing or C.I. Molecular and physical principles of origin of life, physical and chemical interpretation of life processes.
Rationale: The Physics department plans to offer the following elective courses in the immediate future to maintain a diverse curriculum in different fronts of physics. These courses have not been offered during the last years due to the limiting number of instructors in the department during a time of a substantial increase of the number of students enrolled in physics courses. With the recent hires of physics faculty, it is the department's plan to start offering these courses again soon.

PHZ 5432  COS-PHYS  3(3,0)
Introduction to Soft Condensed Matter Physics  PR: PHY 3513 or C.I. Introduction to the physics of polymers, colloids, surfactants using basic tools of statistical mechanics.
Rationale: The Physics department plans to offer the following elective courses in the immediate future to maintain a diverse curriculum in different fronts of physics. These courses have not been offered during the last years due to the limiting number of instructors in the department during a time of a substantial increase of the number of students enrolled in physics courses. With the recent hires of physics faculty, it is the department's plan to start offering these courses again soon.

PHZ 5505  COS-PHYS  3(3,0)
Plasma Physics  PR: PHY 4324, and graduate status or senior standing or C.I. Introduction to theory and experimental basis of both weakly and highly ionized plasmas. Instabilities, plasma waves, nonlinear effects, controlled thermonuclear fusion.
Rationale: The Physics department plans to offer the following elective courses in the immediate future to maintain a diverse curriculum in different fronts of physics. These courses have not been offered during the last years due to the limiting number of instructors in the department during a time of a substantial increase of the number of students enrolled in physics courses. With the recent hires of physics faculty, it is the department's plan to start offering these courses again soon.

CPO 6446  COS-POLS  3(3,0)
Comparative Political Parties  PR: C.I. Theories of the formation, structure, organization, and behavior of political parties as well as theories of political party systems.
Rationale: Course will be offered in 2017-2018.
EXP 5254       COS-PSYCH             3(3,0)
Human Factors and Aging PR: Graduate standing, post bac, or senior standing with C.I.
An overview of issues related to enhancing quality of life of elderly through the
implementation of basic human factors principles in environmental and task design.
Rationale: Recently hired 3 new faculty members that are experts in aging. Anticipate the
course will be offered in the near future as an elective.