

UCF Graduate Council

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CURRICULUM COMMITTEE MINUTES

Minutes of March 02, 2016 meeting

Members Present

Diane Andrews, Deborah Breiter, Steven Ebert, Charles Kelliher, Claire Knox, Elsie Olan, Wanda Raimundi-Ortiz, Jennifer Sandoval, Terrie Sypolt, Art Weeks, John Weishampel

Recorder

Rhonda Nelson

Guests Present

Joyce Nutta, Kathleen King, Omer Tatari, Derek Green, Stacy Van Hom, Ben Noel, Jay Corzine, Ranetta Guinn, Reid Oetjen, C. Keith Harrison, Jane Gibson, Rose Taylor, Teresa Dorman

Files

[2016-03-02 Meeting Course Minutes](#) 

Welcome and call to order. Dr. Deborah Breiter Terry, chair, called the meeting to order at 3:05 pm and welcomed the committee and guests. A quorum was established. The minutes from the February 17, 2016 meeting were reviewed and approved.

Revisions to the Global Health and Public Affairs Graduate Certificate, COHPA. This certificate was approved at the February 17 with conditions by Committee: pending further clarification via course prefix, as well as written agreement from the College of Medicine. Clarification and an agreement from the COM were provided at today's meeting. These revisions were unanimously approved by the committee.

Revisions to the Health Information Administration Graduate Certificate, COHPA. This item was tabled at the last meeting pending review of syllabi of both classes and detailed rationale for said change. The syllabi of both classes and a rationale was provided. These revisions were unanimously approved by the committee.

Revisions to the M.S. Interactive Entertainment Program, CAH. Dr. Ben Noel presented this item to the committee. He shared that the 3 lab specializations will be split into 3 courses for each specialization. Each of these new courses will be required of the students. A new course will be added to replace DIG 5549C. A new course will be added to the fall semester for those students entering their final semester and will contain a lab component. These revisions were unanimously approved by the committee.

Revisions to the MSCE Program Track, CECS. Dr. Omer Tatari explained that currently an end-of-program comprehensive examination is required for non-thesis option. The new requirement is a portfolio submission for the non-thesis option. They are also removing the requirement to choose 4 courses from among the 5 specializations. They are removing this restriction. This will allow for more flexibility. The committee requested that the courses be listed. These revisions were unanimously approved with the condition of adding a list of the courses.

Revisions to the Civil Engineering Program Track, CECS. Dr. Omer Tatari explained that currently an end-of-program comprehensive examination is required for non-thesis option. The new requirement is a portfolio submission. These revisions received unanimous approval.

Revisions to the MSVE Program Track, CECS. Dr. Omer Tatari explained that currently an end-of-program comprehensive examination is required for non-thesis option. The new requirement is a portfolio submission. These revisions received unanimous approval.

Revision to the EDD Educational Leadership, Higher Education Track, CEDHP. Dr. Kathleen King presented this request to the committee. They are increasing the rigor to the doctoral with more 7000 level course, eliminating overlap with master's degree, and to better prepare students for success with dissertation research and degree completion. Course changes were made to the core, specialization, research methods, electives, and dissertation area. These changes received unanimous approval.

Revision to the PhD Education, Higher Education Track, CEDHP. Dr. Kathleen King presented this request to the committee. They are increasing the rigor to the doctoral with more 7000 level course, eliminating overlap with master's degree, and to better prepare students for success with dissertation research and degree completion. Course changes were made to the core, specialization, research methods, electives, and dissertation area. These changes received unanimous approval.

Revision to the Teaching English to Speakers of Other Languages, CEDHP. Dr. Joyce Nutta explained the changes to this track. They are shortening the curriculum by 6 credits by reducing the hours in the specialization area. These changes received unanimous approval.

Courses and Special Topics. To review a list of approved courses, please see the attached course minutes.

Adjournment. The meeting adjourned at 4:15 p.m. The next **meeting which is the last meeting of this year** is scheduled for March 23, 2016.

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Course Minutes

March 2, 2016

All courses have been approved unless otherwise noted below. Any notations listed refer to the course below the notation.

1. Course Additions

College of Medicine Course Additions

MDE 6XXX Core Clinical Rotation - Adult Oncology Genetics 1(1,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description This course is for students to have clinical experience in Pre-natal Genetic Counseling
Annual enrollment? 16

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Core Clinical Rotation - Pediatric Genetics 1(1,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): This course is for students to have clinical experience in Pediatric Genetic Counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Core Clinical Rotation - Prenatal Genetics 1(1,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): This course is for students to have clinical experience in Pre-natal Genetic Counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this

knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Scientific Inquiry In the Health Professions 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): This is an overview of research methods for the health professions, specifically Genetic Counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Journal Club 1(1,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will review and discuss current literature relating to the practice of genetic counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Advanced Genetic Counseling 1 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of the advanced principles of genetic counseling; understanding the importance of pedigree, how to build a rapport with patients, and prepare for interactions with clients.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and for the learners to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation, and address the 15 learning outcomes for the program.

BMS 6XXX Advanced Genetic Counseling 2 3(3,0)

Prerequisites: Matriculation into MS Genetic Counseling Program

Description (25 word max): Overview to continue the advanced principles of genetic counseling 2; the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and for the learners to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for the program.

BMS 6XXX Capstone 1 2(2,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will identify a Capstone case and prepare a summary of all clinical presentation, diagnostic testing, and management considerations.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Capstone 2 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will have a Capstone case for presentation; diagnostic testing and management considerations for a Capstone case.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX

COM-

1(1,0)

Core Clinical Rotation - Adult Oncology Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pre-natal Genetic Counseling *Spring, Summer, Fall*.

Abbrev: (28 of 30 chars) CLIN ROTATION ADULT ONCOLOGY

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX**COM-****1(1,0)**

Core Clinical Rotation - Pediatric Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pediatric Genetic Counseling. *Spring, Summer, Fall.*

Abbrev: (26 of 30 chars) CLIN ROTATION PEDIATRIC GC

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX**COM-****1(1,0)**

Core Clinical Rotation - Prenatal Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pre-natal Genetic Counseling. *Spring, Summer, Fall.*

Abbrev: (25 of 30 chars) CLIN ROTATION PRENATAL GC

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Genetic Diseases of Human Organ Systems 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): The Genetic Diseases of Human Organ Systems course provides an overview of genetic disease affecting the human organ systems through lecture, group discussions and problem solving, self-learning modules, team based learning, and clinical case studies.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Healthcare Ethics 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview on the ethical issues in healthcare, and also discuss influences on ethical decisions made by healthcare providers and patients

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this

knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Human Anatomy and Embryology 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of the human body structure and development through lecture, group discussions, problem-solving, self-learning modules, team based learning, and clinical case studies.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Inborn Errors of Metabolism 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Overview of the fundamentals of genetic diseases associated with inborn errors of metabolism.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Introduction to Genetic Counseling 1 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An introduction of the basic principles of genetic counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Introduction to Genetic Counseling 2 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): This course is a continuation of the basic principles of Genetic Counseling. **Discussion with other departments regarding possible conflicts:** Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program

include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Medical Biochemistry and Physiology For Genetic Counselors 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of the fundamentals of medical biochemistry and physiology for genetic counselors.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Molecular Diagnostics 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of basic laboratory skills used in molecular genetic clinical diagnostic laboratories for detecting genetic diseases.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

College of Arts and Humanities

DIG 5XXX Game Programming Fundamentals 3(3,0)

Prerequisites: Admission to FIEA MS in Interactive Entertainment program or C.I.

Description (25 word max): An introduction to real-time game programming fundamentals, including computer architecture and low-level programming and optimization. Specific attention to game consoles and cross-platform software development.

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXX Experimentation, Application and Innovation in Games 3(3,0)

Prerequisites: DIG 5529C or C.I.

Description (25 word max): Survey and development of games being used in non-traditional applications, such as medical simulation, education and research.

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: This course is intended to encourage and motivate our students to explore and create interactive entertainment technologies outside of games. Such topics and expectations will include educational, military and medical simulations. This revision is in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXX Production and Design I 3(3,0)

Prerequisites: Admission to FIEA MS in Interactive Entertainment program or C.I.

Description (25 word max): Theory and methodology for creation and communication of videogame designs.

Discussion with other departments regarding possible conflicts: No Conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXXC Digital Asset Creation 3(1,3)

Prerequisites: Admission to FIEA MS in Interactive Entertainment program or C.I.

Description (25 word max): Introduction to digital art asset creation fundamentals, including figure drawing, digital painting, 3d modeling, animation, character setup, technical art and contemporary game engine topics. **Discussion with other departments regarding possible conflicts:** No conflict.

DIG 6XXX Media Distribution 3(3,0)

Prerequisites: DIG 6XXX Production and Design II or C.I.

Description (25 word max): Theory and practical application of videogame messaging, advertisement and distribution.

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Advanced Game Programming 3(3,0)

Prerequisites: DIG 5XXX: Game Programming Fundamentals or C.I.

Description (25 word max): Advanced principles of software development for interactive entertainment.

Discussion with other departments regarding possible conflicts: No conflict.

Notes / Problems / Committee Comments This is a required course.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Applied Programming Mechanics 3(3,0)

Prerequisites: DIG 6XXX Advanced Game Programming or C.I.

Description (25 word max): Application of advanced software development principles for interactive entertainment.

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Production and Design II 3(3,0)

Prerequisites: DIG 5XXX Production and Design I or C.I.

Description (25 word max): Advanced principles of game design and production including integrating development skills into level designs and complete games.

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5046C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Digital Venture Practicum 6(2,4)

Prerequisites: DIG 6718 Interactive Entertainment Project or C.I.

Description (25 word max): Principles and application of digital venture business development, IP rights, market research, iterative production, monetization, support and distribution as it relates to a start-up entity.

Discussion with other departments regarding possible conflicts: Had conference call with Taylor Ellis and Cameron Ford with the College of Business to discuss the course on March 23, 2015.

They requested a few small changes in the language of the course title and description to which we complied. After several follow-up email exchanges, the CAR and syllabus are now revised to reflect the College of Business approvals of the course, effective March 25, 2015.

Rationale: This lecture based course on entrepreneurship is intended for students not taking an internship in their final semester at FIEA. This revision is in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Advanced Digital Asset Creation 3(1,3)

Prerequisites: DIG 5XXX: Digital Asset Creation or C.I.

Description (25 word max): Advanced techniques in digital asset specializations such as 2d art, mobile application art, 3d modeling and texturing, animation, lighting and effects and technical art topics.

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5046C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Digital Asset Portfolio Development 3(1,3)

Prerequisites: DIG 6XXX Advanced Digital Asset Creation or C.I.

Description (25 word max): Concentration in professional digital artist portfolio development in specializations such as 2d art, mobile application art, 3d modeling and texturing, animation, lighting and effects and technical art topics.

Discussion with other departments regarding possible conflicts: No conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

College of Education and Human Performance

EDH 7XXX Higher Education: Philosophical/Historical Perspectives 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course examines basic philosophical positions and history of American higher education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level. **Rationale:**

EDH 7XXX International Perspectives of Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.

Discussion with other departments regarding possible conflicts: None of which we are aware. This course is a replacement of a course offered by our program in the distant past at the master's level: END 6067 International Higher Education. The EDH 6067 course could be retired with this new 7000 level course coming into existence. **Rationale:** Currently there is no doctoral level course which addresses perspectives of international higher education research. This area has gained importance since 2000 and is the focus of much innovation. Our students need to be well versed in the advanced issues of this area.

EDH 7XXX Higher Education Leadership 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of research, theories, models and issues related to higher education leadership including administration, college presidency, and faculty roles.

Discussion with other departments regarding possible conflicts: None of which we are aware. Currently, there is no doctoral level course which addresses higher education leadership theory and research. In order not to increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course.

Rationale: Currently, there is no doctoral level course which addresses higher education leadership theory and research. In order not to increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course. It is critical that our doctoral students be well versed in the research and advanced issues of leadership in higher education.

EDH 7XXX Finance in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course is designed to provide students with fundamental considerations, research, theory and practice regarding the funding of higher education institutions.

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level.

Rationale: Currently there is no doctoral level course which addresses perspectives of finance in higher education research. This area has gained great importance over the last 40 years and is the focus of much regulation, administration, accountability, and compliance. Our students need to be well versed in the advanced issues of this area.

EDH 7XXX Curriculum, Instruction, & Distance Learning in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Curriculum, Instruction, & Distance Learning in Higher Education examines curriculum and instructional methodologies and ways that distant learning can be used to improve student learning outcomes.

Discussion with other departments regarding possible conflicts: None of which we are aware. This

course

fills a gap in innovative teaching and learning for higher education professionals in our program. Moreover, rather than the community college teaching focused courses, this one would be 1) university and 2) innovation focused. **Rationale:** Currently, there is no doctoral level course which fills a gap in innovative teaching and learning for higher education professionals in our program. While all of our students may not become professors, most will teach/train in some capacity. Our students need to be well versed in the advanced principles, developments, and issues in this area.

EDH 7XXX Organizational Theory & Practices in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Explores theories and models of organizations and their applicability to colleges and universities and the work done in them.

Discussion with other departments regarding possible conflicts: None of which we are aware. In the doctoral

programs, this course will replace a 6000 level course on a similar topic, but with more of a practitioner focus--it does not include theory and research. EDH 6635 Organization & Administration of Higher Education will continue to be offered as a core course in the MA in Educational Leadership--Student Personnel degree program. **Rationale:**

2. Special Topics Additions

EDH 7938 Higher Education: Philosophical/Historical Perspectives 3(3,0)

Term to Summer 2016

30 Character Title: Higher Ed: Philo/Hist Persp

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course examines basic philosophical positions and history of American Higher Education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Currently there are no doctoral level courses which address philosophy of higher education nor research of history of higher education. Developing both an informed educational philosophy and research history is vital for all education professionals. Moreover, historical research skills are very relevant and valuable in the Digital Age in which so much existing data is available. Our students need to be well versed in the advanced issues of these closely related areas.

Why offer as a Special TopicThe new course will be part of our revised EdD in Educational Leadership, Higher

Ed Track and PhD in Education, Higher Ed Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this ST application will allow for the course to be offered.

EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track
Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level.

EDH 7938 International Perspectives of Higher Education 3(3,0)

Term to Summer 2016

30 Character Title: Intl Perspectives of Higher Ed

Prerequisites: Doctoral Standing or C.I.

Description (25 word max): To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.

Currently there is no doctoral level course which addresses perspectives of international higher education research. This area has gained great importance since 2000 and is the focus of much innovation. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher

Education Track curriculum. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this will allow the course to be offered. **If not required, what is the source of students?** EdD in Educational

Leadership--Higher Education Track students

Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. The course is a replacement of a course offered by our program in the distant past at the master's level: EDH 6067 International Higher Education. The EDH 6067 could be retired with this new 7000 level course coming into existence.

EDH 7938 Higher Education Leadership 3(3,0)

Term to Summer 2016

30 Character Title: Higher Ed Leadership

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of research, theories, models and issues related to higher education leadership including administration, college presidency, and faculty roles.

Currently there is no doctoral level course which addresses higher education leadership theory and research. In order to not increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course. It is critical that our doctoral students be well versed in the research and advanced issues of leadership in higher education.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher

Education Track and PhD in Education--Higher Education Track. We do not have doctoral level course in this area yet. We are submitting it for approval but in case it is not improved in time for the 2016-2017 catalog, this ST application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Ed Track and PhD in

Educational Leadership--Higher Ed Track

Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. Currently,

there are no doctoral level courses which address higher education leadership theory and research. In order to not increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency courses with this new leadership course.

EDH 7938 Finance in Higher Education 3(3,0)

Term to Summer 2016

30 Character Title: Finance in Higher Ed

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course is designed to provide students with fundamental considerations, research, theory, and practice regarding the funding of higher education institutions.

Currently there is no doctoral level course which addresses perspectives of finance in higher education research. This area has gained great importance over the last 40 years and is the focus of much regulation, administration, accountability, and compliance. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval, but in case it is not approved in time for the 2016-2017 catalog, this Special Topics application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track. Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: None at 7000 level. This is an existing FL SUS course but new to UCF at the 7000 level.

EDH 7938 Curriculum, Instruction, & Distance Learning in Higher Education

3(3,0)

Term to Summer 2016

30 Character Title: Curric, Instr, Dist Lrng Higher Ed

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Curriculum, instruction, and distance learning in higher education examines curriculum and instructional methodologies and ways that distance learning can be used to improve student learning outcomes.

Currently there is no doctoral level course which fills a gap in innovative teaching and learning for higher education professionals in our program. While all of our students may not become professors, most will teach/train in some capacity. Our students need to be well versed in the advanced principles, developments, and issues of this area. **Why offer as a Special Topic?** The new course will be part of our revised EdD in Educational Leadership--Higher Education curriculum. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track
Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. This course fills a gap in innovative teaching and learning for higher education professionals in our program. Moreover, rather than the community college teaching focused courses, this would be 1) university and 2) innovation focused.

EDH 7938 Organizational Theory & Practices in Higher Education 3(3,0)

Term to: Summer 2016

30 Character Title: Org Theory & Prac in Higher Ed

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Explores theories and models of organizations and their applicability to colleges and

universities and the work done in them

Currently there is no doctoral level course which addresses higher education organizational theory and research. This area serves as a critical foundation for informed and successful higher education administration, leadership, policy, governance, assessment, and research. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher

Education Track and PhD in Education--Higher Education Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this Special Topics application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and

PhD in Education--Higher Education

Track. Do you hope to make the course

permanent? Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. In the doctoral

programs, this course will replace a 6000 level course on a similar topic, but with more of a practioner focus--it does not include theory and research. EDH 6635 Organization & Administration in Higher Education will continue to be offered as a core course in the MA in Educational Leadership--Student Personnel track degree.

SDS 6938 Career and College Readiness in Schools PK-12 3(3,0)

Term to: Summer 2016

30 Character Title: PK-12 Career and College Readiness

Prerequisites: Graduate Standing or C.I.

Description (25 word max): This course provides graduate students and practitioners with a developmental overview of child and adolescent career growth focusing on interventions for career education and counseling.

Why is course being offered? The current federal emphasis on career and college readiness is vital to the work of school counselors. With new initiatives, such as Reach Higher, certified school counselors need to be prepared to promote student career development and competence as outlined by the American School Counselor Association's (ASCA) National Model (2012) and the Education Trust (2011). This course is specially designed to fit the growing needs of school counselors to be prepared to develop practical and applicable interventions for career education. This course is unique in that it is designed for counselors working within the school setting who will be providing career counseling and college readiness services through curriculum integration, direct services, and stakeholder engagement activities.

Why offer as a Special Topic? This course is being offered as a special topics course in order to gauge the interest and to see the enrollment numbers prior to adding it as an elective option with the Counselor Education program.

If not required, what is the source of students? Counselor Education MA and MED students as well as certificate students needing electives.

Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: No other course exists at the University of

Central Florida focusing on school counselors and career and college readiness in P-12. In addition, I have checked with our program liaison and reviewed the dates of the other week long summer courses being offered (e.g., MHS 6421) and found no scheduling conflicts. Since the MHS 6421 course is being offered the week of June 13-17th, I would like to propose the week long course for the Career and College Readiness in Schools PK-12 course to be June 20-24th.

3. Course Revisions

~~EML 5587C~~

Mechanics of Biostructures I 3(2,3) BME 5587C

PR: Graduate standing or C.I. Part I of a two semester course. Mechanical analysis of hard (bone) and soft (organs, connective tissues, etc.) biostructures tissues and the analysis includes preparation prosection lab on human anatomy and experimental testing for constitutive equations for predictive modeling. physiology. Term Offered: ~~Occasional~~ Fall Rationale: This course is Part I of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.

Majors taking course: MS in Biomedical Engineering

~~EML 5588C~~

Mechanics of Biostructures II

3(2,3)

BME 5588C

3(2,2)

PR: ~~EML 5587C.~~ BME 5587C or C.I.

Part II of a two semester course. Mechanical Cell physiology and engineering principles applied to analysis of hard (bone) cellular processes and soft (organs, connective tissues, etc) biostructures prosection anatomy lab on human anatomy and the analysis includes preparation and experimental testing for constitutive equations for predictive modeling. physiology.

Term Offered: ~~Occasional~~ Spring

Rationale: This course is Part II of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.

HSA 5198 Health Care Decision Sciences and Knowledge Management 3(3,0)

30 Character Title: Health Care ~~Dec. Sci and Knowl~~ Decision Sciences

Prerequisites: PR: ~~STA 5206 or passing score on statistics assessment exam.~~ Graduate Standing

Description (25 word max): Emphasis on development of a general systematic approach to solving problems under uncertainty. The role of informatics and application of information technology in improving managerial decision making process will be presented.

Discussion with other departments regarding possible conflicts

Rationale: Removing the prerequisite requirement of STA 5206 or passing score on statistics assessment exam as these are no longer required for the MS-HSA students. The statistics assessment or foundations class was removed from the program requirements in the Graduate Catalog two years ago, but the prerequisite on the class was not updated.

Notes / Problems / Committee Comments Required course

HSC 6911 Scientific Inquiry in the Health Profession 3(3,0)

30 Character Title: ~~Sci Inquiry in Health Professions~~ Professions

Prerequisites: ~~PR: STA 5206 or passing score on statistics assessment exam.~~ Graduate

Standing Description (25 word max): Research design and statistical evaluation in health professions. **Discussion with other departments regarding possible conflicts**

Rationale: Removing the prerequisite of "STA 5206 or passing score on statistics assessment." These requirements were removed from the program in the Graduate Catalog two years ago, however the prerequisite on the class was not updated.

Notes / Problems / Committee Comments PLEASE CHANGE DEPARTMENT. Should be Health Management and Informatics (not Health Professions). Required Course

PAD 6053 Public Administrators in the Governance Process 3(3,0)

30 Character Title: Pub Admin in Governance Proc

Prerequisites: Admission to Master of Public Administration, or Master of Science in Urban and Regional Planning, or Certificate in Public Administration, or C. I.

Description (25 word max): An examination of the political, social, economic, and moral context of modern public

administration, with special attention to the ethical dimensions of the ~~administrator's~~ administrator's role

What majors required this course? MPA & MSURP

Discussion with other departments regarding possible conflicts: Existing Course - No Conflicts

Rationale: Clarification in prerequisites

SYP 6XXX Theoretical Criminology 3(3,0)

30 Character Title: Sociological Criminology

Prerequisites: PR: Graduate standing or C.I.

Description (25 word max): ~~To examine current research on various issues in Criminology,~~ The study of selected sociological knowledge and theories to develop student understanding of each theory and its application to further students' skills in developing/conducting research projects. the analysis of crime and criminal events.

If not required, what is the source of students? Sociology graduate students

Annual enrollment? 20

Discussion with other departments regarding possible conflicts: An email from the Criminal Justice Department is attached. There are no other possible duplications or course conflicts with other departments. **Rationale:** The name change more accurately reflects the course content the past several years. That is, the course is an overview of the major theoretical perspectives applied to sociological analyses of crime and criminal behavior.

4. Course Deletions

HSA 5258 CPT Coding for Health Services Administrators 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of a graduate certificate that no longer exists.

HSA 6126 Principles of Managed Care 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It is no longer part of the curriculum for the HSA program because the content is included in other courses.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

HSA 6508 Principles of Practice Management 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of graduate certificate that no longer exists.

Discussion with other departments regarding possible conflicts: None - no other departments use this course

HSA 6510 Special Issues in Practice Management 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of a graduate certificate that no longer exists.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

HSA 7115 Advanced Health Care Organization Theory 3(3,0)

Rationale for deleting the course (25 word max): The course was originally developed as a track specialization

course in the Public Affairs PhD program. However, it has not been offered in five years and other courses have since been developed for the track.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

5. Course Continuations

PAF 7925 Symposium on Public Affairs Issues 3(3,0)

Symposium on PA Issues

Prerequisites: PR: Admission to Public Affairs program or C.I.

Issues and trends impacting the four subject areas in the U.S. Public Affairs along with the interdisciplinary characteristics of the respective cognate areas will be explored

Rationale for continuing this course even though it has not been taught in the last 5 years (25 word max) Course was created as an elective and is used by faculty to offer various current topics as needed.

Notes / Problems / Committee Comments Update department from blank to Public Affairs PhD. Topics vary. Attached syllabus is for topic scheduled to be taught in Fall 2016.