

Graduate Council Curriculum Subcommittee
November 27, 2007
12:30 p.m., 243 MH

Agenda

1. Welcome and call to order
2. Approval of minutes from November 14
3. Addition of a GC in Emergency Management and Homeland Security, COHPA
4. Addition of a Criminal Justice Track, Ph.D. Public Affairs, COS
5. Addition of a GC in Clinical Nurse Leader, CON
6. Revisions to the Clinical Nurse Leader track, CON
7. Revisions to the Clinical track, Ph.D. Psychology, COS
8. Addition of a GC in Severe and Profound Disabilities, COEd
9. Review of courses and special topics
10. Announcements and adjournment
11. Tentative meeting: December 11, 12:30 p.m., MH 243

Proposal for a Graduate Certificate
In
Emergency Management and Homeland Security

Developed by
Department of Public Administration
University of Central Florida

October 3, 2007

Graduate Certificate in Emergency Management and Homeland Security

University of Central Florida Department of Public Administration

Proposal Brief

Introduction

The Department of Public Administration is proposing a new Graduate Certificate in Emergency Management and Homeland Security that is patterned after the existing Undergraduate Minor in Emergency Management and Homeland Security. This certificate will prepare graduate students in the administration of emergency management and homeland security programs.

Description of the Market

With the development of the *National Response Plan*, a comprehensive, all-hazards approach to enhance the ability of the United States to manage domestic incidents has been established. This plan places a strong emphasis on coordination and integration of capabilities throughout society including all levels of government, private organizations, nonprofit organizations, and individual citizens.

The Minor in Emergency Management and Homeland Security was approved during the 2002-2003 Academic year. The courses have been offered since 2003, and undergraduate students have taken the courses either as electives or have completed the minor. From the spring 2006 semester to the current fall 2007 semester, the active student population for this program has grown by 53% demonstrating student interest in the subject. See **Appendix A** for the description of the Minor in Emergency Management and Homeland Security.

A survey of current and potential students was conducted to determine the interest in an Emergency Management and Homeland Security Graduate Certificate. First, thirty-two (32) prospective graduate students attending the 2007 Graduate Fair were surveyed to determine potential interest in the proposed program. Second, all of the students currently taking courses from our department were surveyed, and forty-nine (49) students responded. This yielded a total of eighty-one (81) respondents to the exploratory survey. There was an overwhelming positive response in support of the proposed certificate with sixty-six (66%) percent indicating they would take the certificate alone, and sixty-three (63%) percent indicating they would take the courses as part of their degree program.

Respondents were also asked to indicate preference for the proposed courses and the responses in addition to student comments can be found in **Appendix B**.

In addition, the special issue of the ANNALS of the American Academy of Political and Social Science, *Shelter from the Storm: Repairing the National Emergency Management System after Hurricane Katrina*,¹ the author recommended that Florida's emergency management system should be studied as a model for the entire United States. At this time there is only one other program at Florida State University, that addresses the management training needs for this growing area of public service, and this proposed program is designed to meet the needs of our Central and South Florida.

¹ Waugh, W. L. Jr. (ed.) (2006). *Shelter from the Storm: Repairing the National Emergency management System after Hurricane Katrina*. Special issue of *The Annals of the American Academy of Political and Social Science* Volume (604).

Rationale

The rationale for the Graduate Certificate in Emergency Management and Homeland Security proposal is designed to meet a growing need in our community to learn about new collaborative responses to emergencies. The program has received the support of the faculty of the Department of Public Administration and the Public Administration Advisory Board.

Description of Program

Components of the National Response Plan include: assessment strategies; incident reporting; vertical and horizontal communication and information sharing; training and simulation; mitigation strategies; the organization and planning to mobilize resources at different levels; response and recovery activities; and securing the safety of personnel and the population.

This proposal has been developed based on our experience with the Emergency Management and Homeland Security Minor in the Department of Public Administration (*See Appendix A*). The proposed graduate certificate in emergency management and homeland security is designed to provide an interdisciplinary graduate education for persons engaged in or seeking professional careers in emergency management and homeland security focusing on managing security threats or crises, natural or man-made threats, disasters or emergencies through coordination of the public, private, and nonprofit sectors. In our curriculum, in addition to covering recent national trends in policy and practice in the field of emergency management and homeland security, the program will focus on the Florida emergency management and public safety system.

GRADUATE CERTIFICATE IN EMERGENCY MANAGEMENT AND HOMELAND SECURITY

The Department of Public Administration offers a Graduate Certificate in Emergency Management and Homeland Security, which consists of 18 semester hours at the graduate level, including four required core courses and two electives; one from a planning tract and one from a management / policy tract. This certificate will prepare graduate students in the administration of emergency management and homeland security programs.

Curriculum

- **Required Courses (12 credit hours)**

PAD xxxx	Foundations of Emergency Management and Homeland Security *
PAD xxxx	Managing Emergencies and Crises*
PAD 6716	Information Systems for Public Managers and Planners
PAD xxxx	Cross-Sectoral Governance*
* Indicates a new course development.	

- **Restricted Electives (6 credit hours).**

- Select one (1) course from Group 1
- Select one (1) course from Group 2

Group 1 – Planning Emphasis

PAD 5336	Urban Design (3 credit hours)
PAD 5338	Land Use and Planning Law (3 credit hours)
PAD 5356	Managing Community and Economic Development (3 credit hours)
PAD 6353	Environmental Program Management Research (3 credit hours)
CGN 6655	Regional Planning, Design, and Development (3 credit hours)

Group 2 – Management & Policy Emphasis

PAD 5142	Nonprofit Organization (3 credit hours)
PAD 6037	Public Organizations Management (3 credit hours)
PAD 6387	Transportation Policy (3 credit hours)
CCJ 6021	Criminal Justice Responses to Terrorism (3 credit hours)
HSA 5198	Health Care Decision Sciences & Knowledge Mgmt (3 credit hours)
INR 6136	Seminar in American Security Policy(3 credit hours)
INR 6071	Seminar in Weapons of Mass Destruction (3 credit hours)

Faculty Resources and Qualification

The Graduate Certificate Program in Emergency Management and Homeland Security is affiliated with the Master of Public Administration (MPA) program and with the Master of Nonprofit Management (MNM) and supported by the Department of Public Administration. The Department of Public Administration currently has 12 full time faculty members, who specialize in the major aspects of public and nonprofit management and policy analysis. The MPA program consists of 42 graduate hours and is accredited by the National Association of Schools of Public Affairs and Administration. The MNM consists of 33 credit hours and is taught online primarily by full time faculty members.

Drs. Kapucu, Lawther, and Wang within the department have written numerous articles individually and with students addressing emergency management and homeland security. Experts in this area have identified Dr. Kapucu as a “rising star” and state that the courses he has developed are what are needed in the field. A list of Departmental Faculty Members can be found in **Appendix C**. A reference list of the eighteen (18) faculty and student publications on Emergency Management and Homeland Security can be found in **Appendix D**. In addition, to strengthen the case for this proposal, the literature support for development of this certificate can be found in **Appendix E**.

Administration of the Program

The Graduate Certificate Program in Emergency Management and Homeland Security will be administered by the Graduate Program of Public Administration and will follow policies, rules, and procedures related to the graduate program at the Department of Public Administration. An assistant professor, Naim Kapucu, will have the responsibility of tracking the progress of the students in the Graduate Certificate program during the first phase of development.

APPENDIX A

MINOR IN EMERGENCY MANAGEMENT AND HOMELAND SECURITY University of Central Florida, Department of Public Administration

The minor in emergency management and homeland security provides students with an opportunity to comprehensively study the disaster management cycle, including emergency planning, mitigation, response and recovery. In an age of dense population, increased terrorism, unpredictable weather and high public expectations of risk reduction and public leadership, this is an exciting area of study. Students who complete a minor in emergency management and homeland security gain additional insight and knowledge that will help them find positions in various federal, state and local government or nonprofit organizations. Some of these may include the Environmental Protection Agency, Occupational Health and Safety Administration, the Orange County Emergency Management Division, the Federal Emergency Management Agency, the Department of Homeland Security and state and local Homeland Security agencies.

Credit Hour Requirements 18 hrs

Core Courses (15 hrs)

PAD 4110 Intergovernmental Administration	3 hrs
PAD 4392 Emergency Management and Homeland Security	3 hrs
PAD 4712 Information Systems for Public Managers and Planners	3 hrs
PAD 4395 Disaster Response and Recovery	3 hrs
PAD 4390 Hazard Mitigation and Preparedness	3 hrs

Restricted Electives (select one) (3 hrs)

CCJ 4661 Conflict & Terrorism	3 hrs
HSA 4938 Health Issues in Disasters	3 hrs

Other Requirements

- A minimum GPA of 2.0 is required in all courses used to satisfy the minor
- Grades below "C" (2.0) or "S" grades are not accepted
- At least 15 hours used in the minor must be earned at UCF within the department
- Internship or Independent Study cannot be used toward the minor.

The University of Central Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master's, and doctoral levels.

For more information:

Contact Naim Kapucu, Ph.D., Assistant Professor
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HPA II Suite 238M, Orlando, FL 32816-1395
Phone: 407-823-6096 & Fax: 407-823-5651

URL: <http://pegasus.cc.ucf.edu/~nkapucu>

E mail: nkapucu@mail.ucf.edu

Undergraduate Coordinator: Mr. Bob Morin

Additional Information:

http://www.catalog.sdes.ucf.edu/current/minors/emergency_management/emergency_management.pdf

Update: 11/10/06

APPENDIX B

SURVEY FOR GRADUATE CERTIFICATE IN EMERGENCY MANAGEMENT & HOMELAND SECURITY

The Department of Public Administration is planning to offer a Graduate Certificate in Emergency Management and Homeland Security in a future semester. Your response to these questions will be used in developing and offering this certificate. The certificate, if offered, will be **18 credit hours** (6 courses), with four core courses and two electives chosen from a list. The courses can be taken:

- Independently,
- as a graduate certificate in Emergency Management & Homeland Security, or
- as electives for the Master of Public Administration or Master of Nonprofit Management degrees

If offered, how interested are you in taking the following courses either independently or as part of a certificate or degree program? N=81	Very Interested	Somewhat Interested	Neutral	Not very Interested	Not Interested
	1	2	3	4	5
Foundations of Emergency Management and Homeland Security (EM/HS) Course topics: <ul style="list-style-type: none"> Contemporary EM/HS issues Historical development of EM/HS Applicable national policies and institutions 	38%	38%	11%	5%	6%
Managing Emergencies and Crises Course topics: <ul style="list-style-type: none"> Crisis management, disaster recovery, and continuity of operational issues. Evolution of U.S. disaster policy management Disaster types, and common myths 	54%	32%	4%	2%	4%
Information Systems for Public Managers and Planners Course topics: <ul style="list-style-type: none"> Introduction to state-of-the-art hard- and software Computer employment and systems concepts. Public sector management and operations 	43%	30%	12%	9%	2%
Cross-Sectoral Governance Course topics: <ul style="list-style-type: none"> Structure & dynamics of cross-sectoral governance Management of intergovernmental relations Historical & theoretical perspectives 	36%	40%	11%	7%	4%

Would you take these courses (N = 73 responses)

Note: Total = 110% as some students selected more than one course venue

As an independent course	14%
As part of a certificate program	52%
As part of a degree program	41%

Student Comments

(Comments are from fall 2007 active students)

Student comment: I think these are needed classes at this time. Should have a lot of emphasis on mitigation and teaching techniques as this is the most common activity, though not as flashy as response activities.

Student comment: this would be interesting to take as electives for the MPA

Student comment: I would be very interested in a Graduate Certificate in Emergency Management and Homeland Security. Thank you for considering expanding the UCF MPA program!

Student comment: Interesting issues

Student comment: Excellent idea – I would be interested

Student comment: I would be willing and happy to take it as any but a certificate program would be a very could asset to those trying to enter nonprofit especially those international ones with emergency response abilities. The History of EM and HS would be essential to understanding but the Managing Emergencies an Crises class would be my choice- I would sign up now if I could =)

Student comment: I would be interested in learning more about the Masters Degree program from the University of Central Florida

Student comment: Attached is the Homeland Security/Emergency Management survey. It is too bad the program is beginning now as I have already completed most of my course electives. As a twenty-three year fire protection member, this course of instruction would definitely add a nice touch to my course track.

Student comment: I think this would be an amazing program! It's definitely long overdue. The only concern I would have would be the potential redundancy with the EM minor currently offered. I'm sure that this would be a more in-depth look at EM, and in that case I'm all for it. I'd sign up right now if it was currently offered! I think offering it as a certificate program, that could be used toward the MPA would be the best opportunity. I know of many people in the field who would love to "start off" their graduate studies with a certificate program. Please keep me in mind if you have any further questions. I am a recent PA graduate (with EM minor) and work in the Fire Service and may be able to answer any questions you may have.

Appendix C

FACULTY LISTING

Thomas Bryer, Ph.D. <i>Nonprofit, Public Mgmt, Urban-Regional Planning</i>	Assistant Professor tbryer@mail.ucf.edu
Peter Colby, Ph.D. <i>Budgeting, Finance, Organization Management</i>	Professor pwcolby-ucf@cfl.rr.com
Matthew Collins, Ph.D. <i>Budgeting, Finance, Nonprofit,</i>	Instructor mcollins@mail.ucf.edu
Mary Ann Feldheim, Ph.D. <i>Policy, Nonprofit, Strategic Planning</i>	Assoc. Professor Mfeldhei@mail.ucf.edu
Jay Jurie, DPA <i>Policy, Urban Issues, Land-Use</i>	Assoc. Professor jurie@mail.ucf.edu
Naim Kapucu, Ph.D. <i>Nonprofit Administration, Emergency Management</i>	Asst. Professor nkapucu@mail.ucf.edu
Ronnie Korosec, Ph.D. <i>Public Policy analysis, Government Innovation, Strategic Planning</i>	Asst. Professor rkorosec@mail.ucf.edu
Wendell Lawther, Ph.D. <i>Human Resources, Privatization</i>	Assoc. Professor lawther@mail.ucf.edu
K. Tom Liou, DPA <i>Public Policy, Economic Development</i>	Professor kliou@mail.ucf.edu
Robert Morin, MPA <i>Public Policy, Administration, Planning</i>	Instructor rmorin@mail.ucf.edu
Melvin Rogers, MPA <i>Human Resources, Governance, Urban Issues</i>	Instructor mrogers@mail.ucf.edu
XiaoHu Wang, Ph.D. <i>Budgeting, Finance, Research Methods</i>	Assoc. Professor xwang@mail.ucf.edu

Appendix D

- [1] **Kapucu, Naim.** (2007). "Community Capacity Building in Response to Catastrophic Disasters," *The Public Manager*. Forthcoming fall 2007.
- [2] **Kapucu, Naim**, Maria-Elena Augustin and Vener Garayev. (2007). "Interstate Partnerships in Emergency Management: Emergency Management Assistance Compact (EMAC) in Response to Catastrophic Disasters," *Public Administration Review*. Forthcoming.
- [3] **Kapucu, Naim.** Wendell Lawther, and Sommer Pattison. (2007). "Logistics and Staging Areas in Managing Disasters and Emergencies," *Journal of Homeland Security and Emergency Management*. Forthcoming.
- [4] **Kapucu, Naim.** (2007). "Planning for Disasters and Responding to Catastrophes: Error of the Third Type in Disaster Policy and Planning," *International Journal of Public Policy*. Forthcoming.
- [5] **Kapucu, Naim.** (2007). "Culture of Preparedness: Household Disaster Preparedness," *Disaster Prevention and Management: An International Journal*. Forthcoming.
- [6] Shawn (XiaoHu) Wang and **Kapucu, Naim.** (2007). "Public Complacency under Repeated Emergency Threats: Some Empirical Evidence," *Journal of Public Administration Research and Theory (JPART)*. Forthcoming.
- [7] **Kapucu, Naim.** (2007). "Emergency Logistics Planning and Disaster Preparedness," *The Journal of Emergency Management*. Volume 4(6): 21-24.
- [8] **Kapucu, Naim.** (2007). "Better Community Organizing, Better Public Emergency Preparedness: Evidence from 2004 Hurricanes in Florida," *Disasters: The Journal of Disaster Studies, Policy, and Management*. Forthcoming.
- [9] **Kapucu, Naim.** (2007). "Nonprofit Response to Catastrophic Disasters," *Disaster Prevention and Management: An International Journal*, Volume 16 (4) (forthcoming)
- [10] **Kapucu, Naim.** (2006). "Examining the National Response Plan in Response to a Catastrophic Disaster: Hurricane Katrina in 2005," *International Journal of Mass Emergencies and Disasters*, Volume 24 (August) (2): 271-299.
- [11] F. Necati Catbas, Melih Susoy, and **Naim Kapucu.** (2006). "Structural Health Monitoring for Improving Transportation Security: Case Study for Bridges," *Journal of Homeland Security and Emergency Management*, Volume 3(4):1-23.
- [12] **Kapucu, Naim** and Montgomery Van Wart. (2006). "The Emerging Role of the Public Sector in Managing Extreme Events: Lessons Learned," Lead article, *Administration & Society*. Volume 38 (3): 279-308. Cited by Governor's Transition Decision Handbook, presented to Governor-Elect Charlie Crist, November 2006. "Emergency Management Preparation is the Key" (p. 27).

- [13] **Kapucu, Naim.** (2006). "Interagency Communication Networks during Emergencies: Boundary Spanners in Multi-agency Coordination," *The American Review of Public Administration (ARPA)*. Volume 36 (2): 207-225. (The winner of *the Best Paper Award* for 2004 by Section on Crisis and Emergency Management (SCEM) of the American Society for Public Administration)
- [14] Corbacioglu, Sitki and **Naim Kapucu.** (2006). "Organizational Learning and Self-Adaptation in Dynamic Environments of Disasters," *Disasters: The Journal of Disaster Studies, Policy, and Management*, Volume 30 (2): 212-233 (authors listed in alphabetical order).
- [15] Comfort, Louise K. and **Naim Kapucu.** (2006). "Inter-organizational Coordination in Extreme Events: The World Trade Center Attack, September 11, 2001," *Natural Hazards: Journal of the International Society for the Prevention and Mitigation of Natural Hazards*. Volume 39 (2): 309-327.
- [16] Corbacioglu, Sitki and **Naim Kapucu.** (2005). "Critical Evaluation of Turkish Disaster Management: Historical Perspectives and New Trends," *The Turkish Public Administration Annual*. Volume 29-31, pages 53-72.
- [17] Corbacioglu, Sitki and **Naim Kapucu.** (2005). "Intergovernmental Relations in Response to the 1999 Marmara Earthquake in Turkey: A Network Analysis," *International Journal of Mass Emergencies and Disasters*. Volume 23(3): 73–102.
- [18] **Kapucu, Naim.** (2005). "Interorganizational Coordination in Dynamic Contexts: Networks in Emergency Management," *Connections: Journal of International*

APPENDIX E

Literature Support for Proposal

The National Response Plan (December 2004) establishes a comprehensive, all-hazards approach to enhance the ability of the United States to manage domestic incidents. This plan places a strong emphasis on coordination and integration of capabilities at all level of government, private organizations, nonprofit organizations, and individual citizens. Local governments play an important role as the plan calls for handling all incidents at the lowest possible organizational and jurisdictional level. Supporting this area, variety of coordination mechanisms needed that link local responses to federal capabilities for intelligence gathering and incidence response. For example, Joint Field Offices (JFO) are temporary, Federal facilities that are established locally to provide a central point for Federal, State, local, and tribal representatives with responsibility for incident support and coordination. The Plan includes several key concepts, all of which require sound attention to management: Threat assessment strategies; Incident reporting; Vertical and horizontal communication and information sharing; Training and exercising; Mitigation strategies; Organizing and planning to mobilize resources at different levels; Response and recovery activities; and Safety of personnel and the population.

Indeed, a variety of reports such as those prepared by the National Academy of Public Administration (e.g., *National Agenda for the Support of Intergovernmental Research 2006* and *Advancing the Management of Homeland Security 2004*) discuss a management challenges, performance of response operations, and intergovernmental relations. Two frequently mentioned problems are interoperability and performance management. Problems in interoperability concern the need to create common languages, develop interoperable technical infrastructure, clarify expected outcomes, and lead by example. Networks need to be created or strengthened in which roles are clearly defined. Performance measurement is an approach to defining outcomes and for measuring progress towards achieving outcomes. Several reports discuss about the need to establish national standards. Regardless of whether these exist or whether local entities formulate their own standards, performance measurement is an essential management tool to ensure meeting objectives. Beyond this, public administration can be of use through surveys and inventories of needs and capabilities that may exist.

It is clear that different localities have different needs at different points in time as the above planning unfolds. It is important that several areas of research, training, and technical assistance in the Central Florida region which can be served through the emergency management and homeland security programs at the Department of Public Administration in COHPA, UCF. Because of the interdisciplinary nature of the emergency management and homeland security issues the program will include guest speakers from different disciplines (i.e. Engineering, Institute for Simulation and Training, Political Science, Global Perspectives, and Education), service learning activities coordinated with emergency management and homeland security agencies in the region, and interdisciplinary research will be linked to the classroom environment for the certificate program.

**Proposal to Articulate a Criminal Justice Track
within the Public Affairs Doctoral Program**

Submitted by

**Thomas T. H. Wan
Director, Public Affairs Doctoral Program**

&

**Robert H. Langworthy
Chair, Department of Criminal Justice and Legal Studies**

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Proposal to Articulate a Criminal Justice Track within the Public Affairs Doctoral Program

The Existing Public Affairs Doctoral Program

The doctorate in the Public Affairs program at the University of Central Florida provides a unique focus on public policy, planning, and administration. This interdisciplinary program draws from the strengths of faculty in four disciplines (Criminal Justice, Health, Public Administration, and Social Work) in its preparation of graduates for academic positions in colleges and universities as well as research and leadership positions in public, nonprofit and private agencies. The dynamic mix of an interdisciplinary faculty with students of varied backgrounds creates a stimulating environment to examine contemporary organizational, institutional and community problems and issues.

The mission of the Public Affairs program is to prepare future scholars and leaders to deal with complex social, health, and governance issues that cut across traditional disciplinary boundaries. The curriculum comprises an interdisciplinary core with advanced studies in criminal justice, health and public administration and social work. The program has a community-based focus with an emphasis on collaborative relationships across public, private and nonprofit sectors of the community. Graduates possess the theoretical, analytical and ethical foundation to produce new knowledge that impacts policies and programs and enhances institutional and community performance.

The current curriculum includes 15 credit hours of interdisciplinary core courses, 12 credit hours of research methodology courses, 15 credit hours of free electives, and 15 credit hours of dissertation research. These requirements are listed below.

Interdisciplinary Core Courses—15 Credit Hours

- PAF 7000 Foundations of Public Affairs (3 credit hours)
- PAF 7110 Ethics and Social Justice in Public Affairs (3 credit hours)
- PAF 7230 Strategic Change and Management in Public Affairs (3 credit hours)
- PAF 7300 Policy Analysis in Public Affairs (3 credit hours)
- PAF 7315 Public Policy: Microeconomic Applications (3 credit hours)

Research Methods Courses—12 Credit Hours

- PAF 7802 Advanced Research Methods in Public Affairs I (3 credit hours)
- PAF 7806 Advanced Research Methods in Public Affairs II (3 credit hours)
- PAF 7804 Advanced Quantitative Methods in Public Affairs I (3 credit hours)
- PAF 7805 Advanced Quantitative Methods in Public Affairs II (3 credit hours)

Electives —15 Credit Hours

Dissertation – 15 Credit Hours

Proposed Criminal Justice Track

The proposed track in Criminal Justice would strengthen the focus for students interested in criminal justice issues. The core and research methods courses would be supplemented by more structured requirements for elective credits. Those students admitted to the criminal justice track would be required to complete four criminal justice courses. These courses all enhance their understanding and application of key Criminal Justice concepts and build their capacity to apply analytic techniques in preparation for completing a dissertation and conducting research in Criminal Justice. The following courses would replace the 15 credit hours of free electives:

- CCJ 7xxx Advanced Seminar in Law Enforcement (3 credit hours)
- CCJ 7xxx Advanced Seminar in Corrections (3 credit hours)
- CCJ 7xxx Advanced Seminar in Court Processes and Procedures (3 credit hours)
- CCJ 6217 Law and Social Control (3 credit hours)
- An appropriate methodological elective or directed independent study (3 credit hours)

“Criminal Justice Track” will also appear on students’ degree transcripts.

The dissertations of students in the Criminal Justice Track will be chaired by Criminal Justice faculty members.

Rationale for a Criminal Justice Track

Under the current arrangement, students are sorted into one of five areas: health, public administration, social work, criminal justice, or “generalist.” As of the Fall 2007 term, 25 students were specializing in criminal justice. The area of specialization is based on students’ interests and backgrounds. Area of specialization does not, however, necessitate any particular course work or mastery of the material in a cognate area. Students may, in fact, identify themselves as specializing in criminal justice without ever taking a course in that discipline. Articulating an explicit Criminal Justice Track within the Public Affairs Doctoral Program has several advantages.

- A structured, discipline-specific component to the curriculum assures that students master key concepts in criminal justice.
- Students will be better prepared for future careers conducting research or teaching in criminal justice.
- Program graduates will have documentation of their expertise in criminal justice.
- Course demand can be anticipated, allowing for easier course scheduling and faculty assignments.

- Closer working relationships with criminal justice faculty members will enhance the necessary mentoring of doctoral students.
- An explicit criminal justice component in the curriculum will facilitate recruiting students from outside UCF into the Public Affairs Doctoral Program.

Faculty Resources

The following faculty members of the Department of Criminal Justice and Legal Studies are already supporting students in the criminal justice specialty area of the Public Affairs Doctoral Program. They will continue to support students in the explicit Criminal Justice Track.

Kenneth Adams, Ph.D.	Professor (joint appointment with Public Affairs)
Brandon Applegate, Ph.D.	Associate Professor
Robert Bohm, Ph.D.	Professor
Pamala Grisct, Ph.D.	Associate Professor
Stephen Holmes, Ph.D.	Associate Professor
Robert Langworthy, Ph.D.	Professor
Mark Lanier, Ph.D.	Associate Professor
Karol Lucken, Ph.D.	Associate Professor
Sue Mahan, Ph.D.	Associate Professor
Bernard J. McCarthy, Ph.D.	Professor (on leave of absence)
Stephanie Myers, Ph.D.	Assistant Professor
Eugene Paoline, Ph.D.	Associate Professor
K. Michael Reynolds, Ph.D.	Associate Professor
Lee Ross, Ph.D.	Associate Professor
Joseph Sanborn, Ph.D.	Associate Professor
Raymond Surette, Ph.D.	Professor
R. Cory Watkins, Ph.D.	Associate Professor
Ross Wolf, Ph.D.	Assistant Professor

Appendix A

Graduate Catalog Entry

Doctor of Philosophy in Public Affairs

Description

The doctorate in the Public Affairs program at the University of Central Florida provides a unique focus on public policy, planning, and administration. This interdisciplinary program draws from the strengths of faculty in four disciplines (Criminal Justice, Health, Public Administration, and Social Work) in its preparation of graduates for academic positions in colleges and universities as well as research and leadership positions in public, nonprofit and private agencies. The dynamic mix of an interdisciplinary faculty with students of varied backgrounds creates a stimulating environment to examine contemporary organizational, institutional and community problems and issues.

The mission of the Public Affairs program is to prepare future scholars and leaders to deal with complex social, health, and governance issues that cut across traditional disciplinary boundaries. The curriculum comprises an interdisciplinary core with advanced studies in criminal justice, health and public administration and social work. The program has a community-based focus with an emphasis on collaborative relationships across public, private and nonprofit sectors of the community. Graduates possess the theoretical, analytical and ethical foundation to produce new knowledge that impacts policies and programs and enhances institutional and community performance.

More specifically, the program creates an environment for interdisciplinary study that enhances student understanding of the myriad important and interrelated public affairs issues that confront all communities. Too often in the past, the interrelated problems of crime and justice, health services and social welfare delivery, and the administration of organizations that deal with these problems have been approached in a discipline-specific and fragmented way. By providing an integrated broad-based theoretical and methodological base, the program aims to prepare its graduates to hold leadership positions in the field of public affairs.

The program matches career goals of students through the interdisciplinary nature of course content, the interaction with faculty from all four disciplines, and the flexibility inherent in the choice of electives. Those seeking advancement within public agencies or nonprofit organization can choose a mix of electives, including course work from other UCF programs, while those seeking to teach at the college or university level can concentrate their course work more within a single discipline.

To accommodate the needs of both traditional students and working professionals, Public Affairs students may pursue the program on a full-time (9-12 credits per semester) or part-time (6 credits per semester) basis. Significant support is available for selected full-time students. All course work is offered in the evening hours and selected courses offer reduced seat time.

Degrees Offered

Doctor of Philosophy in Public Affairs

- [Criminal Justice Track](#)

Admission

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions and Registration section of the Graduate Catalog. Applicants must apply online. Please be sure to submit all requested material by the established deadline(s).

Students applying to the doctoral program in Public Affairs must have completed a master's degree from an accredited institution prior to entering the program. Preferably, the degree should be in a field related to criminal justice, health, public administration or social work. Applicants who do not have a master's degree in a field directly related to public affairs may be required to take courses at the master's level in preparation for doctoral level study. This preparatory course work requirement will be communicated at the time of acceptance into the program. These courses will not substitute for the doctoral degree requirements and will generally be taken prior to beginning the doctoral level course work. Admission decisions are made twice per academic year (in fall and spring). A complete application of admission includes all of the following:

- An official UCF admission application form—completed online
- Official copies of undergraduate and graduate transcripts
- Competitive score on the Graduate Record Examination or GMAT, taken within the last five years. Official test results need to be sent from ETS directly to UCF
- A narrative statement of 1000 words or less describing your educational expectations, career aspirations, level of computer skills, and any special qualifications or experiences that may enhance the overall learning environment of the PAF program
- A current resume
- A sample of a written document, i.e. academic paper, report, etc.
- Three letters of reference from faculty or professionals who can assess your ability to succeed in a doctoral program
- International students and students whose native language is not English must take the TOEFL and obtain a 220 score on the computer test or a 560 score on the paper examination.

Admission to the Public Affairs doctoral program is granted on a competitive basis. Meeting minimum UCF admission standards does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match to the program, correspondence of the applicant's career and academic interests with those of the core and affiliated faculty, and potential for completing the degree and making significant contributions to Public Affairs.

Application Due Dates

All application materials must be submitted by the appropriate deadline listed below.

All students applying for fellowships must apply by the Fall Priority deadline date.

U.S. Applicants				
Program(s)	Fall Priority	Fall	Spring	Summer

Doctor of Philosophy in Public Affairs	Jan 15	Apr 23	Nov 4	
Criminal Justice Track	Jan 15	Apr 23	Nov 4	

International Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Doctor of Philosophy in Public Affairs	Jan 15	Jan 15	Jul 1	
Criminal Justice Track	Jan 15	Jan 15	Jul 1	

International Transfer Applicants

Program(s)	Fall Priority	Fall	Spring	Summer
Doctor of Philosophy in Public Affairs	Jan 15	Mar 1	Sep 1	
Criminal Justice Track	Jan 15	Mar 1	Sep 1	

Transfer Credit

Course work accepted for transfer must have been taken as part of an approved plan of study for a doctoral program at UCF or elsewhere. A maximum of 6 credit hours taken at the doctoral level may be considered for transfer. The acceptance of transfer credit will be determined by the Program Director and Coordinators.

Assignment of Faculty Advisers

Upon acceptance of a student into the program, the Program Director will provide students with an initial orientation and a general advising session. The director will continue to advise students throughout the foundation stage of the program, assisting in the clarification of interests and goals and facilitating the introduction of students to faculty with research interests that can advance the student's program of study. Subsequently, students with clearly defined interests in [criminal justice](#), health, public administration or social work will be advised by the appropriate Program Director who is a faculty member in one of these disciplines. [Students admitted to the Criminal Justice Track will be advised by the Criminal Justice Coordinator.](#) Students who have broader and more general interests will be assigned to the Public Affairs faculty member who serves as Program Adviser. The Program Adviser will help the student select elective courses, finalize the program of study, and facilitate the discussion and review of dissertation topics. The

dissertation chair should be selected by the student prior to the completion of the dissertation prospectus.

Degree Requirements

Minimum Hours Required for Ph.D.—57 Credit Hours

Students must complete 57 credit hours beyond the master's degree, including fourteen courses (42 credit hours) above the master's level distributed in the following manner:

- a five-course, 15-credit required interdisciplinary core
- a four-course, 12-credit required research methods and quantitative analysis
- a five-course, 15-credit electives, configured into a specialization component tailored to meet students' individual goals
- 15 credit hours of dissertation minimum

A maximum of 6 credit hours of Independent Study or 6 credit hours of Doctoral Research may be used as electives with adviser approval.

If students receive grades of "C+" or lower in a required course, they may be dismissed from the program. Also, all students who receive a grade of "C+" or lower in a required course must repeat the course and obtain a grade of "B-" or better prior to taking the qualifying examination.

A minimum of a 3.0 GPA in the specified graduate program of study is required to maintain graduate student status and for graduation.

Interdisciplinary Core Courses—15 Credit Hours

- PAF 7000 Foundations of Public Affairs (3 credit hours)
- PAF 7110 Ethics and Social Justice in Public Affairs (3 credit hours)
- PAF 7230 Strategic Change and Management in Public Affairs (3 credit hours)
- PAF 7300 Policy Analysis in Public Affairs (3 credit hours)
- PAF 7315 Public Policy: Microeconomic Applications (3 credit hours)

Research Methods Courses—12 Credit Hours

- PAF 7802 Advanced Research Methods in Public Affairs I (3 credit hours)
- PAF 7806 Advanced Research Methods in Public Affairs II (3 credit hours)
- PAF 7804 Advanced Quantitative Methods in Public Affairs I (3 credit hours)
- PAF 7805 Advanced Quantitative Methods in Public Affairs II (3 credit hours)

Electives —15 Credit Hours

Criminal Justice [Track](#)

- ~~[See advisers for appropriate CJ course](#)~~

Students admitted to the Criminal Justice Track will supplement their required Interdisciplinary Core Courses and Research Methods Courses with 15 credit hours of discipline-specific courses, rather than 15 credit hours of free electives. These courses are designed to enhance each student's understanding of key Criminal Justice concepts. Students will also apply analytic techniques to these concepts in preparation for completing a dissertation and conducting other research in Criminal Justice.

- CCJ 7xxx Advanced Seminar in Law Enforcement (3 credit hours)
- CCJ 7xxx Advanced Seminar in Corrections (3 credit hours)
- CCJ 7xxx Advanced Seminar in Court Processes and Procedures (3 credit hours)
- CCJ 6217 Law and Social Control (3 credit hours)
- See advisers for appropriate methodological elective or directed independent study (3 credit hours)

Health

- See advisers for appropriate HSA course
- NGR 7190 Healthcare Systems and Policy (3 credit hours)
- NGR 7661 Healthcare for Vulnerable Populations (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare(3 credit hours)

Public Administration

- See advisers for appropriate PAD course

Social Work

- See advisers for appropriate SOW course

Research

- PAF 7919 Doctoral Research
- PAF 7510 Seminar in Program Evaluation in Public Affairs (3 credit hours)
- PAF 7809 Applied Quantitative Methods in Public Affairs
- PAF 7810 Seminar in Survey Research in Public Affairs (3 credit hours)
- PAF 7820 Seminar in Qualitative Methods in Public Affairs (3 credit hours)
- PAF 7840 Seminar in Secondary Data Analysis in Public Affairs (3 credit hours)

PAF Electives

- PAF 6908 Independent Study
- PAF 7750 Pedagogy in Public Affairs (3 credit hours)
- PAF 7055 Public Affairs in State and Local Government
- PAF 7600 Legal Foundations of Public Affairs
- PAF 7601 Comparative Analysis in Global Public Affairs

Note: Other 5000- and 6000-level courses may be accepted as electives per the approval of the Program Director, Adviser, and Coordinator.

Dissertation—15 Credit Hours

- PAF 7980 Dissertation Research

Qualifying Examination

Following successful completion of all required courses, students are required to pass a qualifying examination. The examination will be given at the end of fall or spring semesters. Students are given two opportunities to pass all sections of the exam. Students who fail any section twice will be dropped from the program.

Candidacy Status

Students officially enter candidacy when the following has been accomplished:

- Completion of all course work, except for dissertation hours.
- Successful completion of the qualifying examination.
- Successful defense of the dissertation prospectus.

Equipment Fee

Students in the Public Affairs Program pay a \$40 equipment fee each semester that they are enrolled.

Financial Support

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Financing Grad School, 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.

Key points about financial support:

- If you are interested in financial assistance, you are strongly encouraged to apply for admission early. A complete application for admission, including all supporting documents, must be received by the priority date listed for your program under "Admissions."
- You must be admitted to a graduate program before the university can consider awarding financial assistance to you.
- If you want to be considered for loans and other need-based financial assistance, review the UCF Student Financial Assistance website at <http://finaid.ucf.edu> and complete the FAFSA (Free Application for Federal Student Aid) form, which is available online at <http://www.fafsa.ed.gov>. Apply early and allow up to six weeks for the FAFSA form to be processed.
- UCF Graduate Studies awards university graduate fellowships, with most decisions based on nominations from the colleges and programs. To be eligible for a fellowship, students must be accepted as a graduate student in a degree program and be enrolled full-time. University graduate fellowships are awarded based on academic merit and therefore are not affected by FAFSA determination of need.

- Please note that select fellowships do require students to fill out a fellowship application (either a university fellowship application, an external fellowship application, or a college or school fellowship application). For university fellowship applications, see Financing Grad School.
- For information on assistantships (including teaching, research, and general graduate assistantships) or tuition support, contact the graduate program director of your major.

Contact Info

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twan@mail.ucf.edu

Appendix B

Syllabi for Three New Courses Proposed in Conjunction with the Articulated Track

Department of Criminal Justice and Legal Studies
College of Health and Public Affairs
University of Central Florida

CCJ 7XXX Advanced Seminar in Law Enforcement

Required Text:

- 1). Brandl, Steven and Barlow, David (2004). *The Police in America*, Belmont, CA: Wadsworth
- 2). Greene, Jack and Mastrofski, Stephen (1988). *Community Policing: Rhetoric or Reality?* Praeger
- 3). Manning, Peter K. (2004). *The Narcs' Game*. 2nd ed. Prospect Heights, IL: Waveland Press.
- 4). Travis, Lawrence and Langworthy, Robert (2008). 5th ed. *Policing in America*. MacMillan.
- 5). Paoline, Eugene A. III. (2001). *Rethinking Police Culture: Officers' Occupational Attitudes*. New York, New York: LFB Scholarly Publishing Company LLC.

Required Journal Articles:

- A). Kelling, G. L. (1978). "Police Patrol Services: The Presumed Effect of a Capacity." Crime and Delinquency, 173-184.
- B). Sherman, L.W. (1980). Causes of Police Behavior: The Current State of Quantitative Research." Journal of Research in Crime and Delinquency, 69-100.
- C). Langworthy, Robert (2002) "LEMAS: A Comparative Organizational Research Platform." Justice Research and Policy, 4.
- D). Lanier, Mark M. and William Davidson II (1994) "Methodological Issues Related to Instrument Development for Community Policing Assessments." Police Studies, 17, 4, 21-40.
- E). Manning, Peter K. (1992) "Technological Dramas and the Police: Statement and Counterstatement in Organizational Analysis." Criminology, 30, 3, 401-420.
- F). Sloan, John J., Mark M. Lanier and Deborah DeBeers (2000) "Policing the Contemporary University Campus: Challenging Traditional Organizational Models." Journal of Security Administration, 23, 1, 1-20.
- G). Terrill, William and Eugene A. Paoline III. (2007). "Non-Arrest Decision Making in Police-Citizen Encounters." Police Quarterly. 10(3): 308-331.
- H). Paoline, Eugene A. III, and William Terrill (2007). "Police Education, Experience, and the Use of Force." Criminal Justice & Behavior. 34(2): 179-196.
- I). Terrill, William and Eugene A. Paoline III (2007). "Force Continuums: Moving Beyond Speculation and Toward Empiricism." *Law Enforcement Executive Forum*. 7(4): 27-31.
- J). Lambert, Eric G., Eugene A. Paoline III, Nancy L. Hogan, David N. Baker (2007). "Gender Similarities and Differences in Correctional Staff Work Attitudes and Perceptions of the

Work Environment." Western Criminology Review. 8(1): 16-31.

Course Description and Objectives:

This course is an advanced seminar in policing. It is expected that prior to taking this seminar students have a basic understanding of the roles and functions of police in American society. Concepts related to several socio-behavioral sciences will be used to relate theoretical perspectives to police practices. Topics we will discuss include the historical foundations of policing, ethical dilemmas facing the police, police corruption, the role of the community, and the changing focus and composition of modern police. Upon completion of the course, students should have advanced knowledge of how law enforcement agencies operate, the problems they face, and some potential solutions to these problems. Students should also be able to critically discuss police practices based on theoretical arguments. Most importantly, you will be able to conduct advanced analysis of police practices. Consequently, students will be required to collect and analyze relevant data. However this data does not necessarily have to be "original" data.

Course Requirements and Grading:

Successful doctoral seminars demand considerable student participation. Your understanding of the issues and comprehension of the course readings will be used to assess your performance in this course. Two examinations, a presentation and paper are required. The presentation will be based on the paper you write. Exams:

Each exam, midterm and final, will count 25% of your grade. They will be discussion/essay type exams and will be completed in class during week 7 and during finals week. You will select from a number of questions and answer based on class and OUTSIDE supplemental readings.

Paper:

Your paper will also count 25% of your grade. This scholarly paper should incorporate theoretical development, data analysis and policy implications. It should be written in APA style and follow a publishable format. Handouts and class time will be used to help you prepare this paper. It is due April 12. Should a paper be accepted for publication your grade can be modified (this will occur after the semester concludes). Acceptable paper lengths are generally between 25 and 40 total (including title page, references, etc.) pages.

Presentation:

15% of your grade will be based on a presentation of your paper to the class. It should take from 15-30 minutes. The purpose of this presentation is to help prepare you for making conferences presentations and a prospectus defense. Should you make a conferences presentation, your grade overall grade will be increased.

Participation:

The final 10% will be based on class participation. Each class period questions will be asked by the instructor based on that week's assigned readings. These questions will be used to stimulate class discussions.

Course Outline

<u>Week</u>	<u>Topic</u>	<u>Text</u>	<u>Journal</u>
1	Introduction		
2	Police History	(Brandl 1) Chs 1, 2, 3	
3	Police Mandate	(Brandl 1) Chs 4-8	(Sloan F)
4	Interpretations of Policing	(Brandl 1) Chs 10, 11	(Kelling A)
5	Social Control Debates	(Greene 2) Chs 1-3	(Terrill I)
6	Philosophy of American Law Enforcement	(Greene 2) Chs 4-10	(Terrill G)
7	Evaluation	(Paoline 5) Chs 1-5	(Lanier D)
8	MIDTERM EXAM		
9	Discretion	(Brandl 1) Chs 7-10	
10	Spring Break		
11	Enforcing Social Mores	(Travis 4) Chs 1-5	
12	Organizational Constraints	(Paoline 5) Chs 6-10	(Langworthy C)
13	Assessing Vice	(Manning 3) Chs 11-epil	(Manning E)
14	Policy Evaluation (Papers due)	(Manning 3) Chs 6-12	(Sherman B)
15	The future of policing	(Greene 2) Chs 11-13	(Lambert J)
16	FINAL EXAM		

Dates and assignments in the course outline may be revised.

Grading Scale

94-100A	4.00	73-76 C	2.00
90-93 A-	3.75	70-72 C-	1.75
87-89 B+	3.25	67-69 D+	1.25
83-86 B	3.00	63-66 D	1.00
80-82 B-	2.75	60-62 D-	.75
77-79 C+	2.25	0-59 F	.00

Plus's (+) and minus's (-) will be given for your final grade. A 10 point grading scale will be used.

Student's responsibility for honesty. Please refer to the Golden Rule in your student handbook. Conduct for which students may be subject to the administrative and/or disciplinary penalties up to and including suspension or EXPULSION include:

- Dishonesty consisting of cheating of any kind with respect to examination, course assignment, or illegal possession of examination papers. Any student helping another to cheat is considered as guilty as the student assisted.
- Plagiarism consisting of the deliberate use or appropriation of another's work without any indication of the source and the presentation of such work as the student's own. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

If you have a disability requiring accommodation please let me know at the beginning of the semester.

**IF YOUR CELL PHONE OR PAGER GOES OFF DURING CLASS YOU WILL RECEIVE A ZERO (0)
FOR THAT DAYS WORK - EXAM, PRESENTATION, WHATEVER!**

**Department of Criminal Justice and Legal Studies
College of Health and Public Affairs
University of Central Florida**

CCJ 7XXX Advanced Seminar in Corrections

Course Description and Objectives:

This course is an advanced seminar in corrections. It is expected that prior to taking this seminar students have a basic understanding of the functions of correctional institutions and their place within American society. This course will focus on integration of theoretical concepts with empirical evidence. Topics covered include the intersection of corrections and larger society, philosophical bases of correctional policy and practice, and structural arrangements within corrections. Upon completion of the course, students will have advanced knowledge of how correctional systems operate, the problems they face, some potential solutions to these problems, and broader considerations that structure correctional policy. Students will also critically discuss correctional practices based on theoretical arguments and empirical evidence. As a key component of the course, students will learn to conduct advanced analysis of correctional practices and policies. Consequently, students will be required to collect and analyze relevant data. However this data does not necessarily have to be “original” data.

Course Requirements and Grading:

Successful doctoral seminars demand considerable student participation. Your understanding of the issues and comprehension of the course readings will be used to assess your performance in this course. One final examination, a presentation, and a paper are required. The presentation will be based on the paper you write.

The final exam, held during the final week of regular classes, will be comprehensive and will constitute 35% of the course grade. The exam will consist of discussion/essay type questions. Students will select from a number of questions and answer based on class readings, as well as outside readings (those suggested by the instructor as well as those chosen by students).

The paper will count 40% of the grade. This scholarly paper should follow the format of a criminal justice journal article. It should incorporate theoretical development through a review of the relevant literature, description of methodology used to collect data, data analysis, and discussion of the findings, including theoretical issues and policy implications. It should be written in APA style and follow a publishable format. Handouts and class time will be used to help you prepare this paper. It is due at the time of your presentation. Should a paper be accepted for publication your grade can be modified (this will occur after the semester concludes). Acceptable paper lengths are generally between 25 and 40 total pages (including title page, references, etc.).

The presentation will constitute 10% of the course grade. Students will present their papers orally during the final exam week class meeting (attendance is mandatory). Each presentation should be between 15 and 20 minutes. The purpose of this presentation is to help students prepare for making conferences presentations and a prospectus defense. If this paper is presented at a national or regional scholarly association conference, your grade overall grade will be increased.

The final 15% of course grades will be based on class participation. Each class period questions will be asked by the instructor based on that week's assigned readings. These questions will be used to stimulate class discussions.

The University's plus (+) and minus (-) grading system will be used for final grades, following the scale shown below:

94-100	A	78-79	C+
90-93	A-	74-77	C
88-89	B+	70-73	C-
84-87	B	0-69	F
80-83	B-		

Course Policies

Student's responsibility for honesty. Please refer to UCF's Golden Rule in the student handbook. Conduct for which students may be subject to the administrative and/or disciplinary penalties up to and including suspension or EXPULSION include:

- Dishonesty consisting of cheating of any kind with respect to examination, course assignment, or illegal possession of examination papers. Any student helping another to cheat is considered as guilty as the student assisted.
- Plagiarism consisting of the deliberate use or appropriation of another's work without any indication of the source and the presentation of such work as the student's own. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

Students with disabilities requiring accommodation should please let the instructor know at the beginning of the semester.

Cell phones and pagers should be turned off during class. Students whose cell phone or pager goes off during class will receive a zero (0) for that day's work (exam, presentation, and/or participation).

Course Outline

Week(s)	Topic	Readings
1 thru 3	Punishment, Corrections & Society	Garland (2001), Blomberg & Cohen (1995).
4 and 5	Correctional Rehabilitation	MacKenzie (2006), Gendreau, Smith & French (2006)
6	Punitive Correctional Policies	Zimring & Hawkins (1995), Pratt et al. (2006)
7	Restorative Justice	Braithwaite et al. (2006), Braithwaite (1999)
8 through 10	Institutional Corrections	Dobash et al. (1986), Zupan (1991), Travis & Visher (2005), Sykes (1958)
11 through 13	Community Corrections	Clear (1995), Spelman (1995), Wood & Grasmick (1999), Steiner et al. (2005), Center for Civic Innovation (1999)
14	Corrections and the Public	Cullen et al. (2000), Chiricos et al. (2004), Roberts (2004), Martin & Myers (2005), Applegate et al. (2000)
15	Final Exam	
16	Paper presentations	

Representative Reading List

- Applegate, B. K., Cullen, F. T., Fisher, B. S., & Vander Ven, T. (2000). Forgiveness and fundamentalism: Reconsidering the relationship between religion and correctional attitudes. *Criminology*, 38, 719-754.
- Blomberg, T. G. & Cohen, S. (1995). *Punishment and social control*. New York: Aldine de Gruyter.
- Braithwaite, J. (1999). Restorative justice: Assessing optimistic and pessimistic accounts. In M. Tonry (Ed.), *Crime and justice: A review of research* (vol. 25). Chicago: University of Chicago Press.
- Braithwaite, J., Ahmed, E., & Braithwaite, V. (2006). Shame, restorative justice, and crime. In F. T. Cullen, J. P. Wright, & K. R. Blevins (Eds.), *Taking stock: The status of criminological theory*. New Brunswick, NJ: Transaction.
- Center for Civic Innovation. (1999). *"Broken windows" probation: The next step in fighting crime*. New York: Manhattan Institute.
- Chiricos, T., Welch, K., & Gertz, M. (2004). Racial typification of crime and support for punitive measures. *Criminology*, 42, 359-389.
- Clear, T. (1994). *Harm in American penology: Offenders, victims, and their communities*. Albany, NY: State University of New York Press.
- Cullen, F. T., Fisher, B. S. & Applegate, B. K. (2000). Public opinion about punishment and corrections. In M. Tonry (Ed.), *Crime and justice: A review of research*. Chicago: University of Chicago Press.
- Dobash, R. P., Dobash, R. E., & Gutteridge, S. (1986). *The imprisonment of women*. New York: Basil Blackwell.
- Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. Chicago: University of Chicago Press.
- Gendreau, P., Smith, P., & French, S. A. (2006). The theory of effective correctional intervention: Empirical status and future directions. In F. T. Cullen, J. P. Wright, & K. R. Blevins (Eds.), *Taking stock: The status of criminological theory*. New Brunswick, NJ: Transaction.
- MacKenzie, D. L. (2006). *What works in corrections: Reducing the criminal activities of offenders and delinquents*. New York: Cambridge University Press.
- Martin, R. & Myers, D. L. (2005). Public response to prison siting: Perceptions of impact on crime and safety. *Criminal Justice and Behavior*, 32, 143-171.
- Pratt, T., Cullen, F. T., Blevins, K. R., Daigle, L. E., & Madensen, T. D. (2006). The empirical status of deterrence theory: A meta-analysis. In F. T. Cullen, J. P. Wright, & K. R. Blevins (Eds.), *Taking stock: The status of criminological theory*. New Brunswick, NJ: Transaction.
- Roberts, J. V. (2004). Public opinion and youth justice. In M. Tonry & A. N. Doob (Eds.), *Crime and justice: A review of research* (vol. 31). Chicago: University of Chicago Press.
- Spelman, W. (1995). The severity of intermediate sanctions. *Journal of Research in Crime and Delinquency*,

32, 107-135.

Steiner, B., Wada, J., Hemmens, C. & Burton, V. S., Jr. (2005). The correctional orientation of community corrections: Legislative changes in the legally prescribed functions of community corrections 1992-2002. *American Journal of Criminal Justice*, 29, 141-159.

Sykes, G. (1958). *The society of captives*. Princeton, NJ: Princeton University Press.

Travis, J. & Visher, C. (2005). *Prisoner reentry and crime in America*. New York: Cambridge University Press.

Zimring, F. & Hawkins, G. (1995). *Incapacitation: Penal confinement and the restraint of crime*. New York: Oxford University Press.

Zupan, L. (1991). *Jails: Reform and the new generation philosophy*. Cincinnati: Anderson.

Wood, P. B. & Grasmick, H. G. (1999). Toward the development of punishment equivalencies: Male and female inmates rate the severity of alternative sanctions compared to prison. *Justice Quarterly*, 16, 19-50.

**Department of Criminal Justice and Legal Studies
College of Health and Public Affairs
University of Central Florida**

CCJ 7XXX Advanced Seminar in Court Processes and Procedures

Representative Required Texts:

- 1) Davis, Angela. 2007. *Arbitrary Justice: The Power of the American Prosecutor*. New York: Oxford University Press.
- 2) Ostrom, Brian J., Charles W. Ostrom, Roger A. Hansom and Matthew Kleinman. 2007. *Trial Courts as Organizations*. Chicago: Temple University Press.
- 3) Center for Court Innovation. 2004. *A Problem-Solving Revolution: Making Change Happen in State Courts*. New York: Center for Court Innovation.
- 4) Belenko, Steven. 2001. *Research on Drug Courts: a Critical Review, 2001 Update*. New York: The National Center on Addiction and Substance Abuse at Columbia University.
- 5) Eisenstein, James. 1999. *The Contours of Justice*. Washington, DC: University of America Press.
- 6) Carns, Theresa White and John Kruse. 1991. *Alaska's Plea Bargaining Ban Re-evaluated*. <http://www.ajc.state.ak.us/Reports/plea91Exec.pdf>
- 7) Huemann, Milton. 1981. *Plea-Bargaining*. Chicago: University of Chicago Press.

Representative Required Journal Articles:

- 1) Luskin, Mary Lee and Robert C. Luskin. 1987. "Case processing time in three courts." *Law and Policy*, 9:207.
- 2) Church, Thomas W., Jr. 1982. "The 'old' and 'new' conventional wisdom of court delay." *The Justice System Journal*, 7: 395.
- 3) Worden, Alissa Pollitz. 1991. "Privatizing due process: Issues in the comparison of assigned counsel, public defender and contracted indigent defense systems." *The Justice System Journal*, 14-15: 390.
- 4) Feeley, Malcolm M., (1982) "Plea bargaining and the structure of the criminal process." *The Justice System Journal*, 7:338.
- 5) Jones, Peter and John Goldkamp. 1991. "The Bail Guidelines Experiment in Dade County, Miami: A Case Study in the Development and Implementation of a Policy Innovation," *The Justice System Journal*, 14-15:445.

- 6) Lee, Eric. 2000. *Community Courts: An Evolving Model*. Washington, DC: US Department of Justice, Office of Justice Programs.
- 7) Newmark, Lisa, Lisa Rampel, Kelly Diffily, and Kamala Mallik Kane. 2001. *Specialized Felony Domestic Violence Courts: Lessons on Implementation and Impacts from the Kings County Experience*. Washington, DC: Urban Institute.
- 8) Steadman, Henry J., Susan Davidson and Collie Brown. 2001. "Law and psychiatry: Mental health courts: Their promise and unanswered questions." *Psychiatric Services*, 52: 457.
- 9) Overbeck, A. 1988. "Detention for the dangerous: The bail reform act of 1984." *University of Cincinnati Law Review*, 55: 153.
- 10) Steury, Ellen H. and Nancy Frank. 1990. "Gender bias and pretrial release: More pieces of the puzzle." *Journal of Criminal Justice*, 18: 417.

Course Description and Objectives:

This course is an advanced seminar in court processes and procedures. It is expected that prior to taking this seminar students have a basic understanding of the roles and functions of courts, prosecutors, and defense attorneys in American society. Concepts related to several socio-behavioral sciences will be used to relate theoretical perspectives to court practices. Topics we will discuss include the historical foundations of courts, the exercise of discretion by prosecutors, specialized courts, pretrial processes, plea bargaining, and community-court integration issues. Upon completion of the course, students will have advanced knowledge of courts, the procedural challenges they face, and how those problems may be addressed. Students will also be able to critically discuss judicial and prosecutorial practices and the processes of the court system based on theoretical arguments. Most importantly, students will be able to conduct advanced analysis of court issues. Consequently, students will be required to collect and analyze relevant data. However this data does not necessarily have to be "original" data.

Course Requirements and Grading:

Successful doctoral seminars demand considerable student participation. Your understanding of the issues and comprehension of the course readings will be used to assess your performance in this course. Two examinations, a presentation and paper are required. The presentation will be based on the paper you write.

Exams: Each exam, midterm and final, will count 25% of your grade. They will be discussion/essay type exams and will be completed in class during week 7 and during finals week. You will select from a number of questions and answer based on class and OUTSIDE supplemental readings.

Paper: Your paper will also count 25% of your grade. This scholarly paper should incorporate theoretical development, data analysis and policy implications. It should be written in APA style and follow a publishable format. Handouts' and class time will be used to help you

prepare this paper. It is due April 12. Should a paper be accepted for publication your grade can be modified (this will occur after the semester concludes). Acceptable paper lengths are generally between 25 and 40 total (including title page, references, etc.) pages.

Presentation: 15% of your grade will be based on a presentation of your paper to the class. It should take from 15-30 minutes. The purpose of this presentation is to help prepare you for making conferences presentations and a prospectus defense. Should you make a conferences presentation, your grade overall grade will be increased.

Participation: The final 10% will be based on class participation. Each class period questions will asked by the instructor based on that weeks assigned readings. These questions will be used to stimulate class discussions.

<u>Course Outline</u>				
<u>Week</u>	<u>Topic</u>	<u>Text</u>	<u>Journal</u>	
1	Introduction			
2	Perspectives on Court Research	5		
3	Perspectives on Court Research Continued	5		
4	Court Culture	2		
5	Prosecutorial Discretion	1		
6	Pre-trial process		5, 9, 10	
7	Plea bargaining	5, 6	4	
8	Defense Attorneys		3	
9	MIDTERM EXAM			
10	Court Delay		1, 2	
11	Spring Break			
12	Problem-Solving Justice	3		
13	Community prosecution		6	
14	Specialized courts – Drug Courts	4		
15	Specialized Courts – Mental Health and Domestic Violence		7, 8	
16	FINAL EXAM			

Dates and assignments in the course outline may be revised.

Grading Scale

94-100 A	4.00	73-76 C	2.00
90-93 A-	3.75	70-72 C-	1.75
87-89 B+	3.25	67-69 D+	1.25
83-86 B	3.00	63-66 D	1.00
80-82 B-	2.75	60-62 D-	.75
77-79 C+	2.25	0-59 F	.00

Plus's (+) and minus's (-) will be given for your final grade. A 10 point grading scale will be used.

Student's responsibility for honesty. Please refer to the Golden Rule in your student handbook. Conduct for which students may be subject to the administrative and/or disciplinary penalties up to and including suspension or EXPULSION include:

- Dishonesty consisting of cheating of any kind with respect to examination, course assignment, or illegal possession of examination papers. Any student helping another to cheat is considered as guilty as the student assisted.
- Plagiarism consisting of the deliberate use or appropriation of another's work without any indication of the source and the presentation of such work as the student's own. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

If you have a disability requiring accommodation please let me know at the beginning of the semester.

IF YOUR CELL PHONE OR PAGER GOES OFF DURING CLASS YOU WILL RECEIVE A ZERO (0) FOR THAT DAY'S WORK – EXAM, PRESENTATION, WHATEVER!

University of Central Florida College of Nursing
Proposal to Offer a Post-Master's Certificate: Clinical Nurse Leader

Proposal: Offer a post-master's certificate in preparation as a clinical nurse leader (CNL). The CNL is a master's prepared nurse who can provide leadership and manage care at the point of care to individuals, clinical populations and communities. The CNL is a new role that has been developed to create a new delivery model that provides optimal outcome-based patient care in the complex health care environment. UCF approved the CNL track in 2005. The first graduates completed the program in August 2007. An additional five students will graduate in Spring 2009.

Rationale: The CNL role is new to nursing. The first certification examination was offered this year, and healthcare institutions are just beginning to implement the role. In order for the role to be successfully implemented, hospitals/agencies must adopt the role and change nursing care delivery.

UCF has a partnership with Orlando Regional Healthcare System (ORHS) to educate a core group of nurses in the CNL role and pilot the role on select nursing units. The first ORHS group will have their clinical immersion in Spring 2008. The Veteran's Administration (VA) is adopting the role nationwide at its hospitals. UCF has had talks with the Florida Hospital System as well.

The proposed track builds on the master's level preparation, regardless of track. Upon completion, students will have 435 clinical hours and will be able to sit for the national CNL certification examination. The certificate can be offered without having to add courses to the curriculum. Since we are already offering these courses, we would be able to accommodate additional students who wish to pursue a certificate as a CNL. Our enrollment is low in the CNL track and this is one way to expand enrollment.

Needs Assessment: We have not done a formal needs assessment. As the CNL role grows over the next few years, there will be a need for more nurses to achieve education as a CNL. This specific education is required in order to meet the certification eligibility criteria. One of the main limitation of implementing the role is a lack of nurses prepared in the role. Nurses with other master's degrees in nursing may be interested in seeking this credential. Nurses from the local VA clinic have already approached us about this offering in anticipation of the VA Hospital opening in Orlando in the next few years.

Requirements: Master's in nursing from regionally accredited program

Pre and/or Co-requisite courses (18 cr.):

- NGR 5003 2 cr. Adv. Health Assessment and Diagnostic Reasoning
- NGR 5004L 1 cr. Advanced Health Assessment Clinical
- NGR 5141 3 cr. Pathophysiological Bases for APN
- NGR 6192 3 cr. Pharmacology
- NGR 5720 3 cr. Organizational Dynamics

- NGR 6722 3 cr. Financial Management and Resource Utilization
- NGR 5638 3 cr. Health Promotion

CNL Coursework (12 cr.):

- NGR 6874 3 cr. Nursing Environment Management
- NGR 6105 3 cr. Management of Symptoms & Outcome
- NGR 6xxxL 1 cr. CNL I **45 hours clinical**
- NGR 6xxxL 1 cr. CNL II **45 hours clinical**
- NGR 6xxxL 1 cr. CNL III **45 hours clinical**
- NGR 6946 3 cr. Internship/Residency – CNL **300 hours clinical**

Plan of Study:

Fall (Pre-requisites if needed; certificate coursework in **BOLD** print)

- NGR 5003 Adv. Health Assessment and Diagnostic Reasoning
- NGR 5004L Advanced Health Assessment Clinical
- NGR 5141 Pathophysiological Bases for APN
- NGR 5720 Organizational Dynamics

Spring (Pre-requisites and CNL coursework)

- NGR 6192 Pharmacology
- **NGR 6874 Nursing Environment Management**
- **NGR 6xxxL CNL I**

Summer (Pre-requisites and CNL coursework)

- NGR 6722 Financial Management and Resource Utilization
- **NGR 6105 Management of Symptoms & Outcome**
- **NGR 6xxxL CNL II**

Fall (CNL coursework):

- **NGR 6xxxL CNL III**

Spring (CNL Coursework)

- **NGR 6946 Internship/Residency – CNL**

(Could consider CNL III concurrent with residency)

University of Central Florida College of Nursing
Clinical Nurse Leader Track
Recommended Changes in Track—Addition of 3 Credits

Background

The Clinical Nurse Leader (CNL) track prepares nurses who can provide leadership and manage care at the point of care to individuals, clinical populations, and communities. The CNL is a role that has been developed to create a delivery model that provides optimal outcome-based patient care in a complex health care environment. The CNL track at UCF was approved in 2005 and was developed according to the curriculum recommendations of the American Association of Colleges of Nursing (AACN).

Since approval and implementation of the track at UCF, the AACN has further delineated curriculum recommendations and end-of-program competences. AACN has also established a certification examination. Following are requirements from the 2006 AACN CNL Framework:

- Each CNL student completes a total of 400-500 clinical contact hours as part of formal program
- Minimum of 300-400 hours during clinical immersion in full-time practice with a preceptor
- Full-time immersion includes weekly opportunities to dialogue with other students, faculty, and mentors
- Immersion is in addition to the clinical experiences integrated throughout the program

The UCF CNL track includes one immersion experience for a minimum of 300 hours as recommended in early AACN documents. An additional 100 clinical hours are needed to meet current requirements. Having offered the program once, it has been identified that students need an introduction to the role and the opportunity to have planned clinical experiences throughout the program, rather than one clinical experience at the end of the program.

Recommendation

We recommend the addition of 3 one-credit clinical courses to be offered throughout the program concurrently with coursework related to the CNL role. Each clinical course will be 45 clock hours, resulting in a total of 435 hours for the CNL track. The requirements for the clinical experiences will allow students to apply knowledge to the clinical area. The total credits will increase from 36 to 39 hours.

NGR 6192	Pharmacology for ANP (3)	NGR 6192	Pharmacology for ANP (3)
NGR 5003	Advanced Health Assessment (2)	NGR 5003	Advanced Health Assessment (2)
NGR 5004L	Advanced Health Asses Lab (1)	NGR 5004L	Advanced Health Asses Lab (1)
NGR 5638	Health Promotion (3)	NGR 5638	Health Promotion (3)
NGR 6105	Mgt of Symptoms & Outcome (3)	NGR 6105	Mgt of Symptoms & Outcome (3)
<u>Clinical Nurse Leader Courses</u> 12 credits		<u>Clinical Nurse Leader Courses</u> 15 credits	
NGR 5720	Organizational Dynamics (3)	NGR 5720	Organizational Dynamics (3)
NGR 6722	Financial Management (3)	NGR 6722	Financial Management (3)
NGR 6874	Nursing Environment Mgt (3)	NGR 6874	Nursing Environment Mgt (3)
NGR 6946	CNL Internship/Residency (3)	NGR 6xxxL	CNL: Quality and Safety (1)
		NGR 6xxxL	CNL: Resources and Outcomes (1)
		NGR 6xxxL	CNL: Advocacy & Education (1)
		NGR 6xxxL	CNL: Residency (3)
Total	36 credits	Total	39 credits
Existing Full-Time Plan of Study		Proposed Full-Time Plan of Study	
<u>Fall</u>		<u>Fall</u>	
NGR 5800 Theory for APN (3)		NGR 5800 Theory for APN (3)	
NGR 5141 Pathophysiological Bases (3)		NGR 5141 Pathophysiological Bases (3)	
NGR 5720 Organizational Dynamics (3)		NGR 5720 Organizational Dynamics (3)	
<u>Spring</u>		<u>Spring</u>	
NGR 5801Nursing Research (3)		NGR 5801Nursing Research (3)	
NGR 6874 Nursing Environment Management (3)		NGR 6874 Nursing Environment Management (3)	
NGR 5003 Advanced Health Assessment (2)		NGR 5003 Advanced Health Assessment (2)	
NGR 5004L Advanced Health Assessment Lab (1)		NGR 5004L Advanced Health Assessment Lab (1)	
		NGR 6xxxL CNL: Quality and Safety 45 hours	
<u>Summer</u>		<u>Summer</u>	
NGR 6105 Management of Symptoms & Outcome (3)		NGR 6105 Management of Symptoms & Outcome (3)	
NGR 6722 Financial Management (3)		NGR 6722 Financial Management (3)	
		NGR 6xxxLCNL: Resources and Outcomes (1) 45 hours	
<u>Fall 2007</u>		<u>Fall 2007</u>	
NGR 5638 Health Promotion (3)		NGR 5638 Health Promotion (3)	
NGR 6192 Pharmacology for ANP (3)		NGR 6192 Pharmacology for ANP (3)	
NGR 6813 Evidenced Based Practice (3)		NGR 6813 Evidenced Based Practice (3)	
		NGR 6xxxL CNL: Advocacy & Education (1) 45 hours	
<u>Spring 2008</u>		<u>Spring 2008</u>	
NGR 6946 Internship/Residency – CNL (3) 300 hours		NGR 6xxxL CNL: Residency (3) 300 hours	

Course syllabi for the new courses are included. We are also recommending that a specific course number be established for the residency rather than using 6946; syllabus attached.

RECOMMEND PROPOSAL APPROVAL AND 4 RELATED COURSES.

To be used for New or Changed Degree, Track or Certificate Program

Clinical PhD

Name of Program

Psychology

Department(s) Coordinating Program

Fall 2008

Proposed Effective Catalog Semester/Year

Please attach a copy of the program proposal. Note the units that have been consulted if duplication of programs or conflict of interest with other units occurs.

This is a: ☐ Certificate ☐ New Program
☐ Masters ☒ Revision to an Existing Program
☒ Doctoral ☐ Deletion of Program

If a **new** program, please provide the following information:

Proposed Diploma Description (subject to review):

Proposed Transcript Description (subject to review):

Admission Deadlines:

Fall Priority:
(for fellowships)

Fall:

Spring:

Summer:

Will students currently active in another program be able to move, and not have to apply, into this program?

☐ Yes ☐ No ☐ Unsure

If yes, from which programs?

What are the admissions requirements? (If not included in proposal. Provide as an attachment if necessary.)

Who will be the director/coordinator for this program?

APPROVALS

Department/School Approval:

Chair/Director

10/4/07

Date

College Approval:

(After Committee Review)

Associate Dean of Graduate Studies

10/31/07

Date

Graduate Studies Approval:

Graduate Council

Date

Academic Affairs:

Academic Affairs

Date

9/06 Track-Program Approval

Memorandum

To: Patricia Bishop
Vice Provost and Dean, UCF Division of Graduate Studies
From: Michael Johnson *MJ*
Associate Dean, College of Sciences
Date: October 31, 2007
Re: Program Revision: Psychology PhD – Clinical track

Attachments

This memo is to explain the attached program revision for the Psychology PhD – Clinical track.

The following revisions are being made to the curriculum:

- Reduce the overall required program credit hours from 111 to 105 by removing the requirement to take 6 credit hours outside of the department. This is based on the recent revision to university policy.
- Replace two required courses:
 - CLP 6441C Individual Psychological Assessment I (3 credit hours) is being replaced by newly proposed CLP7XXXC Adult Psychological Assessment (3 credit hours)
 - CLP 6445C Individual Psychological Assessment II (3 credit hours) is being replaced by newly proposed CLP7XXXC Child Psychological Assessment (3 credit hours)

Please note that CLP 6441C and CLP 6445C will continue to be used by the Clinical M.A. program. The proposed courses are modifications designed for the Ph.D. program.

Please contact me if you have any questions or require additional information.



Department of Psychology

MEMORANDUM

To: Graduate Studies
From: Deborah C. Beidel, Ph.D., Director of Clinical Training, Doctoral Program in Clinical Psychology
Re: Changes to Program Curriculum
Date: October 4, 2007

During the year, the Doctoral Program in Clinical Psychology is engaged in a review of the training curriculum in light of our upcoming accreditation renewal visit scheduled for spring 2008. As part of our initial review, we compared the number of credit hours required to complete our program with other accredited doctoral programs throughout the country. Currently, we require 111 hours for the completion of the Ph.D, whereas our peers require an average of 90 credit hours. The recent decision by Graduate Studies to drop the requirement that 6 hours of instruction be taken in an area outside of the program offerings provided a starting point for our curriculum review. The graduate faculty in the clinical psychology program is unanimous in our belief that dropping these six hours from our program of instruction will not lessen the overall quality of our program. Our review of remaining program requirements indicates that our students will still be engaged in inter-disciplinary learning. Therefore, we are petitioning the Graduate Curriculum Committee to allow us to remove the requirement that six hours must be completed outside a doctoral program of study.

Thank you for your assistance in this matter

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

The Psychology Department offers a Ph.D. in Psychology with three tracks. One track, *Applied Experimental and Human Factors Psychology*, seeks to develop the capacity to design, conduct, and apply human factors research in a variety of professional settings. The second track, *Clinical Psychology*, emphasizes the ability of psychologists to design, conduct, and apply clinical research in administration, treatment, teaching, and supervision. The third track, *Industrial and Organizational Psychology*, develops competency through research and training for the application of psychological principles to organizations. Each of these tracks is patterned on the scientist-practitioner model of the American Psychological Association (APA).

Clinical Psychology Ph.D. Track

A Clinical Psychology doctoral track is offered to those with a baccalaureate or master's degree in psychology or an allied area. Admission to the Ph.D. program is based on an overall assessment of an applicant's potential for successfully completing the program and making a contribution to the discipline of Clinical Psychology. The Doctoral Program in Clinical Psychology is fully accredited by the American Psychological Association.

The advent of managed care has resulted in significant changes in the mental health care delivery system and the role of clinical psychologists in that system. It is believed that Ph.D. psychologists will be utilized less for the delivery of psychotherapy and more for performing professional duties such as administration, development of programmatic treatments, program evaluation, supervision, and research. Thus, there is a need to change the training for the professional roles of the clinical psychologist of the twenty-first century. The Ph.D. track in Clinical Psychology is designed to respond to these changing roles by inclusion of unique, niche course work and practica in the areas of administration, supervision, treatment development, and teaching. In combination with these unique emphases, traditional training in research methods, experimental psychology, psychotherapy and psychological assessment prepares students for their careers in the changing mental health care field.

Consistent with the mission of a major metropolitan university, the Clinical Psychology Ph.D. track at UCF takes advantage of, and builds upon, a multitude of community partnerships. One specific example of programmatic efforts to develop partnerships with community agencies is our "clinic without walls." This concept utilizes existing public and private health service delivery resources in the central Florida area as training sites.

The Clinical Ph.D. track is designed to be completed in five years of full-time study beyond the baccalaureate or 3-4 years beyond the master's. The program includes a one-year predoctoral internship to be completed off-campus at an APA-accredited internship site. It is designed to be a full-time program, with some summer enrollment expected. There are a total of 111 semester hours of courses, practica, and research requirements in the track as detailed below. Courses are presented in sequential fashion and students entering with a baccalaureate degree must earn the M.S. degree in route to the Ph.D. Students who enter with a master's degree must complete at least 77 semester hours at UCF. (Note: courses listed under the Ph.D. program that are required for the M.S. degree are listed separately after the Ph.D. courses.) A master's thesis and a dissertation, which represents a significant contribution to the discipline, are both required. Successful completion of the Qualifying and Comprehensive Examination is required to be admitted into candidacy and prior to initiation of dissertation research.

Requirements for Ph.D. in Clinical Psychology

Total Hours Required for Ph.D.—Minimum of 111 credit hours beyond the bachelor's degree; minimum of 60 credit hours beyond the master's degree

Psychology Foundation Courses—15 Credit Hours

- DEP 5057 Developmental Psychology (3 credit hours)
- SOP 5059 Advanced Social Psychology (3 credit hours)
- PSY 5605 History and Systems of Psychology (3 credit hours)

- PSB 5005 Physiological Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses—34 Credit Hours

- PSY 6216 Advanced Research Methodology I (4 credit hours)
- PSY 6217 Advanced Research Methodology II (4 credit hours)
- PSY 6219C Advanced Research Methods III (4 credit hours)
- PSY 6940C Research Practicum (1 credit hour)
- PSY 6971 Thesis (6 credit hours)
- PSY 7980 Doctoral Dissertation (15 credit hours)

Clinical Courses—44 Credit Hours

- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- ~~CLP 6441C Individual Psychological Assessment I (3 credit hours)~~
- ~~CLP 6445C Individual Psychological Assessment II (3 credit hours)~~
- CLP 6195C Introduction to Psychotherapy (3 credit hours)
- PSB 6446 Advanced Abnormal and Clinical Psychopharmacology (3 credit hours)
- CLP 7623 Ethical and Professional Issues in Clinical Psychology (2 credit hours)
- CLP 6461 Cognitive Behavioral Therapy (3 credit hours)
- CLP 7943C Clinical Practicum (taken 4 times @ 3 hours; 12 credit hours)
- CLP 6949 Predoctoral Internship (taken 3 times @ 2 credit hours; 6 credit hours)
- Clinical Treatment Elective (6 credit hours)

CLP 7XXXC
Adult Psychological
Assessment
(3 credit hours)

CLP 7XXXC
Child Psychological
Assessment
(3 credit hours)

Choose from:

- CLP 6459C Human Sexuality, Marriage and Sex Therapies (3 credit hours)
- CLP 6460C Introduction to Child, Adolescent, and Family Therapies (3 credit hours)
- CLP 6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)
- CLP 6457C Group Psychotherapy (3 credit hours)
- CLP 6476 Developmental Psychopathology (3 credit hours)
- PSY 5937 Special Topics: Eating Disorders Seminar (3 credit hours)

Unique/Niche Courses—12 Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)
- CLP 6491C Treatment Development (3 credit hours)
- CLP 6944 Clinical Supervision Seminar/Practicum (3 credit hours)
- PSY 6933 Administration Seminar/Practicum (3 credit hours)

Electives—6 Credit Hours

- ~~Non-Psychology Electives (2 @ 3 credit hours; 6 hours)~~

Master of Science in Clinical Psychology

For students required to complete the master's degree in route to the Ph.D., the M.S. degree is granted after successful completion of the course work listed immediately below and after the student has successfully defended their thesis.

Minimum Hours Required for M.S.— 51 Credit Hours**Psychology Foundation Courses—6 Credit Hours**

Choose any two of the following four courses.

- DEP 5057 Developmental Psychology (3 credit hours)
- PSY 5605 History and Systems of Psychology (3 credit hours)

this intent. All students are required to complete the Research domain owing to the importance and centrality of research competency to the Ph.D. degree in Clinical Psychology. Two of the other three professional competency domains must be fulfilled to complete qualifying/comprehensive examination requirements. Students are free to select any two of the three domains (Teaching, Government Proposals/Policy, Clinical Practice/Consultation) and are expected to discuss possible selections with their major professor/faculty adviser prior to formalizing their choices. Choice of domain is expected to reflect individual professional training goals and the desire for additional knowledge and expertise in a selected area. All competency domains contain two options, and students are free to select either option (see options "a" and "b" under each domain in above matrix) in consultation with their faculty adviser.

The American Psychological Association requires that graduate training tracks undertake student evaluation procedures at least annually, and provide written feedback to students. Because clinical psychology involves the provision of mental health services to the public, special care must be taken to ensure that students possess the requisite interpersonal sensitivity and skill. As a result, evaluation procedures within this track will focus not only on academic performance but also on: clinical proficiency; ethical and professional conduct; response to supervision; interpersonal behavior; and intrapersonal functioning. The Clinical Psychology Committee reserves the right to drop from the track students who continue to exhibit serious difficulties in these behavioral domains and do not respond to feedback and efforts at remediation.

Proposal to Establish a Certificate Program in Severe or Profound Disabilities

Submitted by

Wilfred Wienke, Ed.D.

Exceptional Education Program

Department of Child, Family & Community Sciences

College of Education

University of Central Florida

October 21, 2007

Proposal to Establish a Certificate Program in Severe or Profound Disabilities

Purpose

The proposed certificate program in Severe or Profound Disabilities (SPD) creates new graduate level coursework in UCF's Exceptional Student Education Program with specific focus on knowledge, skills, and competencies for working with students with SPD. The five courses proposed for the new certificate program in Severe or Profound Disabilities can be incorporated into a Master's program of study or taken as an add-on to an undergraduate or graduate education degree.

This innovative program leading to a Certificate in Severe or Profound Disabilities will address identified gaps in services by implementing two primary goals:

- 1) To increase the qualifications of certified special education teachers by creating new graduate level coursework within the Exceptional Education Master's program with specific focus on competencies in Severe or Profound Disabilities (SPD); and**
- 2) To collaborate with families, schools, and agencies to link research to practice via field-based experiences.**

Qualifications of special educators will be increased through a 15 credit hour graduate program of study. This new certificate program will include three existing courses and two new graduate level courses in the Exceptional Education Program incorporating the requirements for state endorsement in Severe or Profound Disabilities. Partnerships with local agencies and school districts will assist in the development of strong field-based components and internship linking research to practice.

It is intended that, pending state approval, the five courses may be applied toward State Endorsement in Severe or Profound Disabilities (Administrative Rule 6A-4.0179). Specialization Requirements for Endorsement in Severe or Profound Disabilities --Academic Class include:

- (1) A bachelor's or higher degree with certification in any area of special education; and
- (2) Twelve (12) semester hours in the education of students with profound disabilities to include the areas specified below:
 - (a) Coursework in atypical child development and assessment of students with profound disabilities to include use of student assessment for individual educational planning and program planning;
 - (b) Coursework in interdisciplinary teaming to include available resources; the recognition of the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning; and
 - (c) Completion of one of the areas as follows:

1. Six (6) semester hours to include:

a. Coursework in nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements; and

b. Three (3) semester hours of supervised field-based experience with students who are autistic; or

2. Six (6) semester hours to include:

a. Coursework in nature of profound mental disabilities and intervention strategies for educating students with profound mental disabilities to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements, and

b. Three (3) semester hours of supervised field-based experience with students with profound mental disabilities.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15, 231.17 FS. History - New 10-3-91, Amended 4-17-2002.

Rationale

Recent trends in special education toward multi-categorical preparation, teacher education programs have limited time to provide disability specific information (Wahlberg, Obiakor, Burkhardt, & Rotatori, 2001). Traditional Master's preparation in Exceptional Education offers broad-based teacher preparation focusing primarily on best practices to work with students with high incidence disabilities, Specific Learning Disabilities, Emotional and Behavior Disorders, and students identified as Educable Mentally Handicapped. It does not provide the specialized skills and knowledge ESE teachers need to serve an increasing number of students who are not identified in these categories, including students with severe/profound disabilities.

In Florida, special education teachers currently receive certification in Exceptional Student Education (ESE) K-12. This certification requires a preparation program that focuses primarily on best practices to work with students with mental handicaps, learning disabilities, and emotional and behavior disorders. In practice however, ESE teachers serve an increasing number of students who are not identified in these categories. Of particular concern is the growing number of students with severe or profound disabilities (SPD) served by special education teachers with minimal SPD preparation (Spooner, Agran, Spooner & Kiefer-O'Donnell, 2000). The Florida DOE (2002) has recognized this gap in services and mandated that by 2011, all teachers of students with Severe or Profound Disabilities must meet requirements for State Endorsement in Severe or Profound Disabilities in addition to teacher certification in Exceptional Student Education.

Requirements for State Endorsement in Severe or Profound Disabilities are beyond the professional development capacity of local school districts that currently look to the university to provide opportunities for teachers to acquire this specialized preparation. In 2004, the UCF

Graduate Certificate in Autism Spectrum Disorders meeting requirements for State Endorsement in Autism was approved by the Florida Department of Education. Given, the overwhelming response from the field to that certificate program, we anticipate similar enthusiasm for a Graduate Certificate in Severe or Profound Disabilities.

Need for Educators Qualified to Teach Students with SPD

The need for special educators with preparation to teach students with severe/profound disabilities is evident in school districts across the United States. The 2000 American Association for Employment in Education (AAEE) report identified severe/profound disabilities area as a field with considerable teacher shortage in every region in the United States. This demand for qualified teachers is expected to continue (AAEE, 2000).

Florida and Central Florida

While there is a definite need for specialized training in the area of Severe or Profound Disabilities, state endorsement requirements have the potential to exacerbate existing teacher shortages. The severe/profound disabilities category was identified as a critical teacher shortage area for the 2004-05 school year (FLDOE, 2003). Recent data (FLDOE, 2004) indicated severe shortages of fully licensed teachers of students with severe/profound disabilities. In the state, of the 3,090 teachers who work with students who have SPD, 1,072 (35%) are not certified in the area of SPD. Similar statistics can be seen in the Central Florida area. A longitudinal analysis of teacher vacancies by the Florida Department of Education (FLDOE, 2003) revealed that special education teacher vacancies rose from 327 to 545 between the 1997-98 and 2001-2002 school years, an increase of 67%. Relevant to this project is vacancy data demonstrating that over the 1997 through 2002 period, one of the greatest percentage increases in vacancies (286%) occurred in the severe/profound disabilities category. In addition to the high numbers of vacancies, there is also concern with the number of Florida special education teachers who are employed out-of-field. Shortages of fully certified teachers were reported in nearly every special education category for the year 2001-02 with a total of 3,216 special education teachers employed out-of-field.

Shortages were particularly acute in Central Florida, the area directly served by this university, where the high percentage of out-of-field teachers serving students with severe/profound disabilities is of particular concern. When compared to the state average (10%), the severe/profound disabilities category in Central Florida is almost twice the state average (19%) in the percentage of teachers without appropriate certification (FLDOE, 2002).

Need for all Teachers to Acquire Knowledge and Skills to Work with Students with SPD

The increasing numbers of students identified with SPD who are now being served on regular school campuses and, in many cases, in general education contexts, combined with current trends in special education service delivery support the need coursework focusing on working with students with SPD for all teachers. The Elementary and Secondary Education Act of 1965 (ESEA) was recently amended in order to implement statutory provisions regarding State, local educational agency (LEA), and school accountability for the academic achievement of students with the most significant cognitive disabilities. Students with severe or profound

disabilities are attending neighborhood schools and spending more time in general education environments. Table 1 depicts the increase in the percentage of students with severe or profound disabilities nationally who spend 80% or more of their school day in general education contexts from 1996-2004.

Table 1: Increases in Students with SPD Spending 80% or More of School Day in General Education Settings

1996	1997	1998	1999	2000	2001	2002	2003	2004
9.68%	10.11%	10.24%	10.93%	12.14%	12.26%	11.53%	12.09%	12.88%

Learning Outcomes and Proficiencies

The proposed certificate program is designed to meet competencies for each of the five areas in the specialization requirements for State Endorsement in Severe or Profound Disabilities Administrative Rule 6A-4.01793. These competencies are based on findings and recommendations from multiple sources including:

1. Professional Standards from; (a) Council For Exceptional Children Independence Standards (b) Varying Exceptionalities K-12, (c) Educator Accomplished Practices, (d) Florida Essential Teaching Competencies, (e) TASH, and (f) Florida Performance Standards for Teachers of English for Speakers of Other Languages.
2. Recommendations of the Curriculum Committee for the College of Education at the University of Central Florida.
3. Recommendations from National Information Center for Children and Youth with Disabilities (NICHCY) Educational Implications statement, including emphasis on related services, classroom arrangements, adaptive aids and equipment, the benefits of inclusion, effective modification of state education standards, and community-based instruction.
4. Recommendations from *Educating Students with Severe Disabilities: Expertise for Teacher Education Programs*. Diane Ryndak, Ph.D., Department of Special Education University of Florida Gainesville, Florida. Based on: Ryndak, D. L., Clark, D. M., Conroy, M., & Stuart, C. H. (2001). Preparing teachers to meet the needs of students with severe disabilities: Expertise identified in masters programs. *Journal of the Association for Persons with Severe Disabilities*.
5. Recommendations from Jackson, L., Ryndak, D. L., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25, 129-141
6. Recommendations from Rainforth, B. (2000). Preparing teachers to educate students with severe disabilities in inclusive settings: Course design in the absence of local models of

inclusive education. *Journal of the Association for Persons with Severe Handicaps*, 25, 83-91.

7. Recommendations from Association for Person's with Severe Handicaps (TASH), including the TASH philosophy statement that that no one with a disability should be forced to live, work, or learn in a segregated setting; that all individuals deserve the right to direct their own lives. TASH 's mission is to eliminate physical and social obstacles that prevent equity, diversity, and quality of life.
8. Recommendations from Crimmins, D. B., Durand, V. M., Theurer-Kaufam, K., Everett, J. (2001, August). Autism program quality indicators: A self-review and quality improvement guide for schools and programs serving students with Autism Spectrum Disorders. New York State Education Dept., Office of Vocational and Educational Services for Individuals with Disabilities. For full text: <http://web.nysed.gov/vesid/>.
9. Recommendations of the Autism Endorsement Project, University of South Florida. On April 20, 2004, a workgroup consisting of professionals who represented state universities, school districts, families, and Center for Autism and Related Disabilities (CARD) agencies developed recommendations for the Florida Department of Education to consider adopting prior to initiating the Autism Endorsement requirement. Cynthia Pearl, Project Coordinator for Project ASD in the Department of Child, Family and Community Sciences participated as a member of this workgroup.
10. Recommendations from Teen Tech- designed for introducing or further teaching teenagers with disabilities about some of the different technology options that are available. This event provides the opportunity for them to experience the technology in an academic manner, with lots of support. The students are supported by their parents, UCF teaching interns (funded by the Toni Jennings Exceptional Education Institute) and Assistive Technology Specialists.
11. Recommendations from Dr. Barbara Ludlow (SPD Program Evaluator), Editor of *Rural Special Education Quarterly* and *Rural Link*, West Virginia University
PO Box 6122, Morgantown, WV 26506-6122

Course of Study

Table 2 lists courses that comprise the proposed certificate program. Course Action Request forms along with sample syllabi for each course are provided in appendix A.

Table 2: Course of Study for Certificate in Severe or Profound Disabilities

EEX 6XXX	Transition Planning and Interdisciplinary Teaming for Students with Disabilities
EEX 6XXX	Nature of Severe and Profound Disabilities: Theory and Educational Practice

EEX 6246	Nature of Autism: Theory and Educational Practice
EEX 6297	Assessment, Diagnosis and Curriculum Prescriptions for Students With Autism
EEX 6946	Graduate Internship – Exceptional Education

EEX 6XXX Nature of Severe and Profound Disabilities: Theory and Educational Practice

This course offers an historical overview of theory and teaching applications for students with severe or profound disabilities (SPD) including major theories and trends; addresses causes, characteristics, and instruction of children with severe/profound/multiple disabilities; provides a framework for the design of curricula and programs through the development of the IEP for individuals with severe disabilities; promotes inclusion in schools and communities; addresses selection, use, and simple design of adaptive equipment and assistive technology devices, and investigates the importance of transition.

EEX 6XXX Transition Planning and Interdisciplinary Teaming for Students with Disabilities

This course is designed to address the key administrative issues concerning personnel and resource management, interagency collaboration and resource identification for interdisciplinary teaming and transition planning for students with disabilities across the educational continuum (early childhood, elementary, secondary, post-secondary and adult education). Emphasis is placed on transition services including assessment, curriculum planning, and collaboration with community agency personnel, school professionals and families. Students will explore: a.) strategies for collaboration, consultation and negotiation in the organization and maintenance of special education programs for students with disabilities; b.) national trends and federal and state statutes related to career development and transition planning; c.) curriculum and strategies to develop self-determination and self-advocacy; d.) county and state resources and services; and e.) essential domains of transition planning (personal/social, general community functioning, and leisure/recreational). Students will also investigate a continuum of placement and service options in general education, career and vocational education, integrated employment (including supported employment), functional community based instruction, and transition services

EEX 6246: Nature of Autism: Theory & Educational Practice

This course offers an overview of theory and teaching applications for students with autism spectrum related disorders, emphasizing a historical overview of ASD, major theories and trends, etiological and diagnostic issues, classroom structure, research based instructional strategies, and family involvement. A field-based experience is required with this course. Parents of children with ASD and school district and agency personnel will be involved in course delivery and instruction. To meet the 20-hour field-based experience requirement of this endorsement course, students will be required to apply and relate material covered in coursework in supervised field-based experiences working with families of students with ASD under the supervision of UCF-CARD and Exceptional Education Faculty.

EEX 6297: Assessment, Diagnosis, and Curriculum Prescriptions for Students with Autism

This course addresses contemporary assessments and models for assessing exceptional children. It also addresses curriculum and prescription. Specific emphasis will be placed on assessment of students with autism spectrum disorders (ASD). To meet the 20 hour field-based experience requirement of this endorsement course, field-based experiences will include applied assignments involving ongoing classroom based assessment, data collection, data-based decision making, and program development for a student with ASD.

EEX 6946: Graduate Internship- Special Education

This course includes an on-the-job internship in an elementary or secondary school under the direction of a College Coordinator. Activities include classroom observations, attendance at assigned seminars and completion of assignments.

Target Learner Population and Timeline

Target Learner Population

Administrative Rule 6A-4.01793 requires that teachers of students with severe or profound disabilities complete the endorsement requirements incorporated into this certificate program by 2011. Central Florida school districts have been represented on an Advisory Committee that provided input in the development of this certificate program. District personnel are seeking assistance with professional development for teachers of students with SPD to meet endorsement requirements and strongly support this proposal. With state approval of the proposed coursework, UCF will be prepared to assist with meeting this need.

Project SPD

The proposed certificate program is central to OSEP Personnel Preparation Grant, CFDA 84.325A; Preparing Personnel to Serve Students with Severe/Profound Disabilities funded by the Office of Special Education Programs 2007-2011. The OSEP funded Personnel Preparation Grant provides the additional funding and recognition at the state and national level to establish the proposed certificate program. Grant funding supports recruitment, student financial assistance, research, and dissemination of project information. This opportunity places UCF at center stage nationally as we work to establish a state-of-the-art, research-based teacher preparation model in SPD that will continue beyond the four years of federal funding.

Projected Enrollment

There are 19 current participants in the first cohort of Project SPD. Certificate program courses will also be made available to special education Master's students without Project SPD support. A second cohort of 20 Project SPD participants will begin certificate coursework in fall 2008. Project SPD participants receive tuition, fees, and stipends to support completion of this

coursework. Recruitment efforts for Project SPD have revealed that there was considerable interest on the part of educators who currently hold graduate degrees in obtaining a Certificate in Severe or Profound Disabilities. An additional cohort of 15 students funded through the Florida Department of Education is scheduled to begin certificate coursework in the spring 2008 semester. Additional graduate students, interested in a concentration in Severe or Profound Disabilities are also expected to enroll in this coursework. Table 3 depicts the planned sequence of course offerings and expected enrollments. The course of study is designed to allow students to enroll in any semester and to complete the certificate coursework in three to five semesters. The numbers in Table 3 are based on the anticipated enrollment that includes Project SPD participants, additional Master's level students with interest in preparation in severe or profound disabilities, and teachers seeking coursework that may be applied towards State Endorsement in Severe or Profound Disabilities and/or a Certificate in Severe or Profound Disabilities.

Table 3: Projected Enrollment and Proposed Course of Study

Courses	Spring 2008	Summer 2008	Fall 2008
EEX 6XXX Nature of Severe or Profound Disabilities: Theory and Educational Practice	35-40		
EEX 6246 Nature of Autism: Theory and Educational Practice	20-25	20-25	
EEX 6XXX Transition Planning and Interdisciplinary Teaming for Students with Disabilities		18-20	18-20
EEX 6297 Assessment, Diagnosis and Curriculum Prescriptions for Students with Autism			40
EEX 6946 Graduate Internship-Exceptional Education	15-18	5-8	15-20

Student Recruitment

The College of Education (COE) at the University of Central Florida (UCF) Recruitment Model (Table 4) is designed to target exceptional scholars in the field of education, focusing on those from traditionally underrepresented groups, including persons with disabilities. The multifaceted Recruitment Model incorporates effective strategies aimed at national, state, community, university, and personal levels.

Table 4: Recruitment Model

Domain	Recruitment Sources
National	Universities, Colleges, Clearinghouses, Disability Organizations, Project Alliance
State	Florida DOE, Florida DOH, Florida PDP, FDLRS, FFMT
Community	Media, School District Personnel, Church Leaders, Minority and Disability Networks
UCF	ODS, MPIE, Faculty Referrals, Professional Associations, UCF College of Health and Public Affairs–Speech/Language undergraduates, Area Campuses, Graduates, UCF Center for Autism and Related Disabilities
Personal	Recommendations, Professional Contacts, Distribution of Literature

National

Personnel databases and membership lists from organizations and agencies targeting services for children with high potential for identifying minority candidates, and persons with disabilities will be utilized to recruit potential and practicing special educators from underrepresented populations.

State and Community

Initiatives will capitalize on our collaborative efforts with numerous SEA and LEA as well as minority and disability local networks. School district partners currently provide assistance in project recruitment through dissemination of information to potential participants currently employed in local schools.

University of Central Florida

Recruitment efforts will include referrals of potential participants from faculty representing various colleges and serving on various UCF area campuses. The Office of Disability Services and Office of Minority Programs in Education will refer current and former students. The UCF Center for Autism and Related Disabilities (UCFCARD) staff has also assisted in disseminating information to potential students through outreach efforts to schools and community. Several current participants were referred through CARD.

Personal Level

Efforts will be devoted to eliciting recommendations from previous project participants, personal contacts and friends, including distribution of literature to potential participants and their networks.

Program Personnel and Administration

Certificate Program Coordinator

Wilfred D. Wienke, Professor and Chairperson of the Department of Child, Family, and Community Sciences at the University of Central Florida will serve as the Certificate Program Coordinator. Dr. Wienke brings experience as a teacher and project director of funded personnel preparation and leadership projects at UCF. Dr. Wienke will oversee the certificate program and coordinate efforts within the department and with the Florida Department of Education.

Supporting Faculty

Faculty who teach special education core and certification courses in varying exceptionalities form a team, which is highly experienced in meeting teacher preparation needs. All are experienced special educators and actively contribute to and interact within the profession.

Advisory Committee

A strength of this certificate program proposal is its Advisory Committee. Members will assist in the refinement of the program of study, recruitment, student support, retention, and career placement. The committee will meet/provide input each semester of the project year through face-to-face meetings, electronic communications, and teleconferences. Dr. Wienke will chair the meetings and will assure that the meetings are effective and that committee input will result in program improvements. Program progress information and evaluation data will be shared with members to assist them in developing recommendations and suggestions for program improvement.

UCF - Center for Autism & Related Disabilities (CARD)

CARD operates out of six principal sites in partnership with universities throughout the state of Florida. It provides assistance with the goal of optimizing the potential of people with autism, dual sensory impairment, and related disabilities. CARD develops programs offering support and training for individuals, families, professionals, and peers throughout Florida via child and family assistance, professional training, technical assistance, and public awareness. UCF-CARD staff has offered initial guidance and support for the project. It is also intended that partnership activities with UCF-CARD will provide opportunities for field-based experiences and training and practice with highly qualified personnel. In addition, it is intended that UCF-CARD will assist in the evaluation of course delivery and participant competencies.

FDLRS Assistive Technology Educational Network (ATEN)

ATEN provides services to students, family members, teachers, and other professionals within the state of Florida. The mission of the ATEN is to assist in the enhancement of student outcomes through provision of information, training, and technical support in the area of assistive technology. Additionally, ATEN offers a variety of workshops at its Sanford center and throughout the state featuring practical hands-on exploration of assistive devices and software. ATEN is a part of the Florida Diagnostic Learning and Resource System (FDLRS), an agency that is currently a partner in a number of UCF projects. The proposed project will expand UCF's partnership with ATEN to include collaboration in the design and delivery of a field-experience for the course, Assistive and Instructional Technology for Communication.

Toni Jennings Exceptional Education Institute (TJEEI)

The Mission of TJEEI is to facilitate the development of knowledge and skills necessary to provide educational and clinical services for children and adults with exceptional needs and their families through interdisciplinary research, practice, and partnerships. TJEEI facilities include an Assistive Technology Lab, a Family Community Room, Diagnostic Assessment Rooms, and an Observation Lab. These facilities are ideally suited for direct observation of best practice and applied assignments working with professionals, families, and children with SPD. UCF's Exceptional Education Program will partner with TJEEI in the design and delivery of field-based experiences associated with endorsement courses. In addition, TJEEI sponsors the Annual ABC Mini-Conference. This one-day conference features student project presentations

and research and is designed as a culminating activity for EEX 6612, Methods of Behavior Management, one of the four endorsement courses.

Parents as Faculty Program

This program is sponsored by the TJEEI. UCF faculty will work with a cadre of parents of children with SPD to develop presentations focusing increasing understanding and awareness of SPD from the perspective of the family. Presentations will be delivered in all four courses in the certificate program.

Program Evaluator

Barbara L. Ludlow, Ed.D., Professor of Special Education will serve as Project Evaluator. Her doctorate was completed at West Virginia University in 1983, with a major in Special Education and a minor in Psychology of Learning/Development. She has taught students with severe/multiple disabilities in Delaware and in West Virginia, and has served as a consultant to a variety of school and community programs in West Virginia and the surrounding region. She has taught undergraduate and graduate courses, and supervised practicum experiences and has coordinated the Severe/Multiple Disabilities Program at WVU for over two decades. She has authored and coordinated a number of state and federal grants involving innovative models of personnel preparation in severe/multiple disabilities for rural areas and using distance education models. She has co-edited two books on technology-mediated teacher education in special education and published a variety of articles on issues related to personnel preparation programs in *Rural Special Education Quarterly*, *Education and Treatment of Children*, and *Teacher Education and Special Education*. As Project Evaluator, Dr. Ludlow will provide assistance in designing and conducting program evaluation activities, will review documentation of project operation and outcomes, and will guide project staff in interpreting evaluation data and using this information to make modifications to the program.

Table 2: Course of Study for Certificate in Severe or Profound Disabilities

EEX 6XXX	Transition Planning and Interdisciplinary Teaming for Students with Disabilities	Dr. Suzanne Martin, CFCS Faculty Dr. Cynthia Pearl, CFCS Project Director Dr. Mary Senne, CFCS Project Coordinator
EEX 6XXX	Nature of Severe or Profound Disabilities: Theory and Educational Practice	Dr. Gregory Mancil , CFCS Faculty Dr. Cynthia Pearl , CFCS Project Director
EEX 6246	Nature of Autism: Theory and Educational Practice	Dr. Gregory Mancil, CFCS Faculty Dr. Cynthia Pearl, CFCS Project Director
EEX 6297	Assessment, Diagnosis and Curriculum Prescriptions for Students With Autism	Dr. Gregory Mancil, CFCS Faculty Dr. Lee Cross, CFCS Faculty Dr. Maria Blanes, CFCS Faculty Dr. Mary Senne, CFCS Project Coordinator
EEX 6946	Graduate Internship – Exceptional Education	Dr. W. Wienke, CFCS Faculty Dr. Cynthia Pearl, CFCS Project Director Dr. Gregory Mancil, CFCS

This certificate program is a repackaging of four existing courses with one new course, *EEX 6XXX, Transition Planning and Interdisciplinary Teaming for Students with Disabilities*, in order to provide coursework meeting the needs of teachers seeking State Endorsement in Severe or Profound Disabilities. *EEX 6XXX, Nature of Severe or Profound Disabilities: Theory and Educational Practice*, was approved as a new course for Spring 2007. It is awaiting a permanent number.

Graduate Council Curriculum Subcommittee

Course Agenda 11-27-2007

Burnett College Biomedical Sci Special Topics

PCB 5937 Sect 0002 BCBS-Molecular & Microbiology 2(2,0)

ST: Advanced Topics in Cardiovascular Science: PR: Graduate standing. Cutting-edge research in cardiovascular science is presented with emphasis on molecular mechanisms of cardiac development, vascular inflammation, oxidative stress, and neural regulation of the cardiovascular system Graded S/U.

30 character abbreviation: **ST: Adv Tp in Cardiovas Sci**

AGENDA NOTES: Course Addition also being proposed.

College of Arts & Humanities Special Topics

SPN 6938 Sect 01 CAH-Modern Languages 3(3,0)

ST:Applied Linguistics in Spanish: PR: Spanish M.A. student or C.I. General principles and methods of applied linguistics in areas such as language acquisition, sociolinguistics, pedagogy, and pragmatics.

30 character abbreviation: **ST:Applied Ling in Spanish**

College of Sciences Special Topics

SYD 5937 Sect 01 COS-Sociology 3(3,0)

ST:Sociology of Prejudice & Discrimination International Service-Learning Course: PR: Cl. This international service-learning course examines prejudice from a sociological perspective. It combines classroom-based learning, service, and study abroad.

30 character abbreviation: **ST:Prejudice & Discrimination**

Engineering & Computer Science Special Topics

CAP 6938 Sect 01 ECS-Computer Science 3(3,0)

ST: 3D User Interfaces for Games and Virtual Reality: A rigorous introduction to the design, implementation, and evaluation of the fundamental techniques in spatial interaction.

30 character abbreviation: **ST: 3D User Interface Games&VR**

CDA 6938 Sect 01 ECS-Computer Science 3(3,0)

ST: Multi-Core/Many-Core Architecture and Programming: PR: CDA 4150C or EEL 4768C or C.I. Many-Core GPU architectures: NVidia GPU architecture, AMD/ATI GPU architecture, Xbox 360 architecture and IBM Cell BE architecture; multi-core CPUs; stream Processors; vector processors; application-specific processors; data-level parallelism and programming patterns; task-level parallelism and programming patterns; GPU programming.

30 character abbreviation: **ST: Multi-Core Arch & Program**

Health & Public Affairs Special Topics

CCJ 7939 Sect 01 HPA-Criminal Justice/Legal St 3(3,0)

ST:Advanced Seminar in Corrections: PR: Doctoral standing or C.I. Students integrate theory and empirical data to critically analyze issues in corrections practice and policy.

30 character abbreviation: **ST:Adv Seminar in Corrections**

AGENDA NOTES: Course Addition also being proposed.

CCJ 7939 Sect 01 HPA-Criminal Justice/Legal St 3(3,0)

ST:Advanced Seminar in Court Processes and Procedures: PR: Doctoral standing or C.I. Students integrate theory and empirical data to critically analyze issues in court processes and procedures.

30 character abbreviation: **ST:Adv Sem Court Proces & Proc**

AGENDA NOTES: Course Addition also being proposed.

CCJ 7939 Sect 01 HPA-Criminal Justice/Legal St 3(3,0)

ST:Advanced Seminar in Law Enforcement: PR: Doctoral standing or C.I. Students integrate theory and empirical data to critically analyze issues in law enforcement practice and policy.

30 character abbreviation: **ST:Adv Seminar in Law Enforcem**

AGENDA NOTES: Course Addition also being proposed.

PHT 6938L Sect 01 HPA-Health Professions 3(0,40)

Tabled : clarification needed on credit hours

ST:Clinical Education I: PR: Admission to DPT program. Collaborative course where students meet to analyze, synthesize and discuss current professional, ethical and moral decision-making in physical therapy setting, culminating in a six-week clinical internship. Graded S/U.

30 character abbreviation: **ST:Clinical Education I**

PHT 7939C Sect 01 HPA-Health Professions 2(2,1)

Tabled : clarification needed on prereq.

ST:Physical Therapy Integration I: PR: Admission to DPT program. This course will emphasize the differential diagnostic skills required of a physical therapist when deciding if physical therapy care is appropriate.

30 character abbreviation: **ST:Physical Therapy Integratio**

SOW 6938 Sect 01 HPA-Social Work 3(3,0)

ST:Medications in Social Work Practice: PR: Admission to MSW program or certificate or C.I. The study of the effects that psychotropic medications can have within the counseling/helping relationship.

30 character abbreviation: **ST:Meds in Social Work Practic**

Burnett College Biomedical Sci Course Action Additions

PCB 6XXX BCBS-Molecular & Microbiology 2(2,0)

Advanced Topics in Cardiovascular Science: PR: Graduate standing. Cutting-edge research in cardiovascular science is presented with emphasis on molecular mechanisms of cardiac development, vascular inflammation, oxidative stress, and neural regulation of the cardiovascular system. Graded S/U.

30 character abbreviation: **Adv Topics in Cardiovas Sci**
AGENDA NOTES: Special Topic also being proposed.

College of Arts & Humanities Course Action Additions

MUC 5XXX CAH-Music 3(3,0)

Electroacoustic Music Composition: PR: MUS 2360C and MUC 1101C, or C.I. Creation of electroacoustic music, including synthesis, sample editing, and performance practices.

30 character abbreviation: **Electr Music Composition**

MUE 6XXX CAH-Music 3(3,0)

Foundations of Music Education: PR: Graduate standing in music. Study of significant historical events that have shaped music education along with important research and philosophical writings. Designed for online delivery.

30 character abbreviation: **Foundations of Music Education**

MUL 5XXX CAH-Music 3(3,0)

Electronic Music Literature: PR: MUL 2010, MUL 2014, MUL 2016, MUH 2017, or MUH 2019, or C.I. Survey of electronic music and music technology with emphasis on history, sociological perspectives and aesthetics.

30 character abbreviation: **Electronic Music Literature**

College of Nursing Course Action Additions

NGR 6XXXL CON-Nursing 1(0,1)

CNL Advocacy and Education: PR: NGR 5720 Organizational Dynamics. Participation in clinical activities related to organizational assessment, patient/staff education and advocacy, and professional development. Graded S/U.

30 character abbreviation: **CNL Advocacy and Education**

NGR 6XXXL CON-Nursing 1(0,1)

CNL Quality and Safety: PR: NGR 6874. Introduction to role of CNL in clinical setting; participation in clinical activities related to quality improvement and patient safety. Graded S/U.

30 character abbreviation: **CNL Quality and Safety**

NGR 6XXXL CON-Nursing 3(0,3)

CNL Residency: PR: NGR 6XXXL CNL Q&S, NGR 6XXXL R&O, NGR 6XXXL A&E and NGR 6813 EBP. Intensive clinical immersion in role of the clinical nurse leader. Graded S/U.

30 character abbreviation: **CNL Residency**

NGR 6XXXL CON-Nursing 1(0,1)

CNL Resources and Outcomes: PR: NGR 6105 and NGR 6722. Participation in clinical activities related to symptom and disease management and healthcare finance and resources utilization to improve patient outcomes. Graded S/U.

30 character abbreviation: **CNL Resources and Outcomes**

College of Sciences Course Action Additions

CLP 7XXXC COS-Psychology 3(2,2)

Adult Psychological Assessment: PR: Admission to Psychology PhD - Clinical Psychology track and CI. Theory and techniques of adult psychological assessment with emphasis on intake interviewing, cognitive and personality assessment, and report writing.

30 character abbreviation: **Adult Psychological Assessment**

CLP 7XXXC COS-Psychology 3(2,2)

Child Psychological Assessment: PR: Admission to Psychology PhD Clinical track and CI. Emphasis is placed on theories and techniques of psychological assessment with children and adolescents. Primary emphasis on interviewing, observation skills, and administering intelligence tests.

30 character abbreviation: **Child Psychological Assessment**

College of Education Course Action Additions

EEX 6XXX ED-Child, Family & Comm Sci 3(3,0)

Transition Planning and Interdisciplinary Teaming for Students with Disabilities: Interdisciplinary teaming to include available resources, the recognition of the role of parents, teachers, and other professionals, functional community-based curriculum, employability skills, and transition planning.

30 character abbreviation: **Transition Plan & Interdis Tea**

EDP 6XXX ED-Educational Studies 3(3,0)

Seminar in Applied Learning and Instruction I: PR: Graduate Standing or CI. An overview of contemporary theories and research related to human learning and instruction with a focus on affective and motivational issues surrounding learning and instruction.

30 character abbreviation: **Sem in Applied Learn & Inst I**

EDP 6XXX ED-Educational Studies 3(3,0)

Seminar in Applied Learning and Instruction II: PR: EDP 6XXX I or CI. An overview of contemporary theories and research in human learning and instruction. Emphasis on cognition, critical thinking, problem-solving, individual differences, and assessment of learning outcomes.

30 character abbreviation: **Sem in Applied Learn & Inst II**

SSE 6XXX ED-Teaching & Learning Princ 3(3,0)

Digital History in the K-12 Classroom: This course looks at the concept of digital history and how this pedagogical approach can and should be applied in the K-12 social studies classroom environment.

30 character abbreviation: **Digital History in K 12 Classr**

Tabled : suggested title change & additional justification requested on description.

SSE 6XXX ED-Teaching & Learning Princ 3(3,0)

Teaching with Film in the Social Studies: PR: Graduate standing or C.I. Selected strategies, trends, methods, materials, and legal issues for effectively incorporating film in the K-12 classroom while still meeting the state and national standards.

30 character abbreviation: **Teach Film Social Studies**

SUGGESTED TITLE CHANGE AND DESCRIPTION:

PR: Graduate standing or C.I.

Teaching with Film: Selected strategies, trends, methods, materials, and legal issues for effectively incorporating film in the K-12 classroom. Selected topics include media literacy, film research, and making movies appropriate to educational settings.

SSE 7XXX ED-Teaching & Learning Princ 3(3,0)

Content and Program Analysis in Social Science Education: Analysis of social science instructional programs including development of content, materials, processes, and assessment procedures in light of current research and practice.

30 character abbreviation: **Content & Prog Analy Soc Sci E**

SSE 7XXX ED-Teaching & Learning Princ 3(3,0)

History of Social Studies Education: Major themes, ideas, and personalities in the historical development of curriculum and instruction in social studies in the United States since 1880.

30 character abbreviation: **History Social Studies Educ**

SSE 7XXX ED-Teaching & Learning Princ 3(3,0)

Internship in Social Science Education: Student teaching in a classroom under supervision of a certified classroom teacher. May be used in the degree program a maximum of 3 times.

30 character abbreviation: **Intrn in Social Science Educ**

SSE 7XXX ED-Teaching & Learning Princ 3(3,0)

Research in Social Science Education Seminar: Analysis and evaluation of scholarly research in social studies education.

30 character abbreviation: **Research in SSE**

Health & Public Affairs Course Action Additions

CCJ 7XXX HPA-Criminal Justice/Legal St 3(3,0)

Advanced Seminar in Corrections: PR: Doctoral standing or C.I. Students integrate theory and empirical data to critically analyze issues in corrections practice and policy.

30 character abbreviation: **Adv Seminar in Corrections**

AGENDA NOTES: Special Topic also being proposed.

CCJ 7XXX HPA-Criminal Justice/Legal St 3(3,0)

Advanced Seminar in Court Processes and Procedures: PR: Doctoral Standing or C.I. Students integrate theory and empirical data to critically analyze issues in court processes and procedures.

30 character abbreviation: **Adv Sem Court Proces & Proced**

AGENDA NOTES: Special Topic also being proposed.

CCJ 7XXX HPA-Criminal Justice/Legal St 3(3,0)

Advanced Seminar in Law Enforcement: PR: Doctoral Standing or C.I. Students integrate theory and empirical data to critically analyze issues in law enforcement practice and policy.

30 character abbreviation: **Adv Seminar in Law Enforcement**

AGENDA NOTES: Special Topic also being proposed.

College of Optics & Photonics Course Action Additions

OSE 6XXX OPT-Optics 3(3,0)

Liquid Crystall Materials and Devices: PR: Graduate Standing or C.I. Basic liquid crystal materials and their physical, optical, and electro-optic properties; photonic devices for amplitude and phase modulations.

30 character abbreviation: **Liquid Crystall Mat & Devices**

OSE 6XXX OPT-Optics 3(3,0)

Optical Waves and Materials: PR: Graduate Standing or C.I. Reviews Optics and material properties important for propagation and control of light. This is a review course in preparation for Ph.D. Qualifying Exam.

30 character abbreviation: **Optical Waves and Materials**

OSE 6XXX OPT-Optics 3(3,0)

Theoretical Foundations: PR: Graduate Standing or C.I. Mathematical concepts used in Optics. Topics covered include linear algebra, orthogonal expansions of functions, Fourier transforms, ordinary differential equations, partial differential equations.

30 character abbreviation: **Theoretical Foundations**

College of Sciences Course Action Deletions

PSY 6918 COS-Psychology 3(3,0)

Directed Research: PR: PSY 6217, EXP 6257, PSY 6935, ten additional graduate hours in PSY, and C.I. Directed Research involves supervised research activity in an agency setting. The student will devote 15 hours per week in the assigned setting to work on an applied research problem with joint supervision by faculty and agency staff. May be repeated for credit.

College of Business Adm Course Action Revisions

ECP 7307 ~~Research Seminar in Environmental and Natural Resource Economics~~ 3(3,0)

Research Seminar

PR: ECO 7426, ECP 7311, ECP 7306, or C.I.

Students conduct and evaluate research in ~~environmental and resource economics~~. their chosen field of specialization. Student projects are prepared with faculty consultation and are presented as part of the seminar.

30 character abbreviation: Research Seminar

College of Arts & Humanities Course Action Revisions

~~THE 6086~~ **Careers in Professional Theater** **3(3,0)**

THE 6086C **3(2,2)**

PR: MFA Theater Graduate Candidates (~~Musical Theater, Acting, Design/Tech, Research Methods~~); candidates.

Practical courses focusing on job search skills and other aspects of marketing yourself

TPA 5042C **Costume Design Studio** **3(3,0)**

3(2,2)

PR: Admission into the graduate program, ~~TPA 3043C, TPA 3044C,~~ program or C.I.

~~Project oriented course in the advance study of Costume Design~~

Project oriented course in the advance study of Costume Design.

~~TPA 5081~~ **Design Concepts for Youth Theatre** **3(3,0)**

TPA 5081C **3(3,3)**

PR: Admission to MFA graduate program or C.I.

A study of design elements (lighting, costume, set) as they apply to youth theatre.

~~TPA 5095~~ **Rendering for Theatre I** **1(1,0)**

TPA 5095C **1(1,1)**

PR: Admission to Theatre MFA Design Track.

Traditional visual communication skills necessary for scenic, costume, and lighting design.

~~TPA 5175~~ **Rendering for Theatre II** **1(1,0)**

TPA 5175C **1(1,1)**

PR: TPA 5095.

Software and technology available for visual communication and documentation.

~~TPA 6029~~ **Lighting Design Studio** **3(2,2)**

TPA 5XXXC

~~PR: Design Studio & Costume Design Studio.~~ PR: TPA 5042C and TPA 5062C.

Advanced work in the process of designing light for the stage with and emphasis on the use of light as artistic expression

TPA 6096C **Advanced Rendering and Modeling for Theatre I** **3(2,2)**

PR: TPA 5095.

~~Technology relating to visual communication as well as 3 dimensional communication tools.~~

Technology relating to visual communication as well as 3 dimensional communication tools.

May be used in the degree program a maximum of 3 times.

Will now be repeatable for credit.

TPP 5289C Acting Methodologies ~~2(2,2)~~
2(2,3)

PR: Admission to Theatre graduate program or C.I.
Approaches to acting.

~~TPP 5386~~ **Directing for Young Audiences** ~~3(3,0)~~
TPP 5386C 3(3,3)

PR: ~~THE 5910 and Dramatic Literature for Children.~~ THE 5385.

Study of the principles, procedures, and practices of stage direction as it applies to theatre for young audiences.

College of Nursing Course Action Revisions

NGR 5801 Research Methodology for Advanced Practice Nursing ~~3(3,0)~~
Research Methods

PR: ~~Undergraduate Research Methods and Statistics or CI;~~ PR: NGR 5800.

~~Measurement strategies in nursing research, data planning and collection techniques, statistical data analysis and interpretation of results, research proposal development, outcomes research and statistical software.~~

Identify and critically appraise existing scientific evidence, and apply evidentiary findings to nursing practice, population or setting.

30 character abbreviation: **Research Methods**

College of Sciences Course Action Revisions

MAA 5405 Complex Variables ~~3(3,0)~~
MAA 6XXX

PR: ~~MAC 2313, PR: MAA 4226, MAP 4307, and graduate status or senior standing or C.I.~~ C.I.

~~Analytic functions. series and Harmonic functions. Integration in the complex plane. Laurent series. Residue calculus. Inversion of Laplace transformations. Applications in engineering and the physical sciences. Maximum Modulus Principle. Conformal mappings.~~

MAA 6239 Asymptotic Methods in Mathematical Statistics ~~3(3,0)~~
MAA 7XXX

PR: ~~MAP 6111 (Mathematical Statistics) or C.I.~~

~~Large sample theory, martingale sequences, probability measures on metric spaces, absolute continuity and singularity, Hellinger distance, functions of statistics, asymptotic theory of estimation.~~

Large sample theory, martingale sequences, probability measures on metric spaces, absolute continuity and singularity, Hellinger distance, functions of statistics, asymptotic theory of estimation and applications.

~~MAP 5407~~ **Applied Mathematics I** ~~3(3,0)~~

MAP 6XXX

PR: MAP 2302, ~~and graduate status or senior standing~~ MAS 3105, MAA 4226, MAP 4307, MAP 4363, or C.I.

~~variations. Linear functionals, calculus of introduction to integral equations variations, Hamilton's principle, Rayleigh-Ritz method, Sturm-Liouville theory, Green's functions for ordinary differential equations, Volterra and Fredholm integral equations.~~

MAP 5385 **Applied Numerical Mathematics **3(3,0)****

MAP 6XXX

PR: MAP 2302, ~~graduate status or senior standing~~, 5117, MAA 5210, ~~graduate status~~, or C.I.

~~Classical topics or numerical analysis and their applications, Romberg integration, Richardson extrapolation, Gaussian quadrature schemes.~~

Numerical linear algebra, Gaussian elimination, Gauss-Seidel iteration, optimization procedures, numerical solution of ordinary differential equations.

MAP 6386 **Numerical Solutions of PDE **3(3,0)****

MAP 7XXX

PR: MAP 6356, ~~MAP 5385~~, MAP6XXX (Applied Numerical Mathematics) or C.I.

Numerical solution of linear and nonlinear partial differential equations of parabolic, elliptic and hyperbolic type type. Solution of PDE using finite difference and spectral methods.

POS 6743 ~~Geographic Information Systems for Environmental Politics**~~ **3(3,0)** **Geographic Tools for Political Science Research****

PR: Graduate standing or C.I.

Provides an introduction to the theoretical assumptions, analytical possibilities and application of ~~geographic Information Systems (GIS)~~ tools of analysis for political science research.

30 character abbreviation: **Geo Tools for Political Sci**

EXP 5254 **Human Factors and Aging **3(3,0)****

PR: Graduate status, post-bac, or senior standing ~~or C.I.~~ 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.

Health & Public Affairs Course Action Revisions

Tabled : pending consultation between departments

PHT 5156 ~~Physiology of Therapeutic Exercise**~~ **2(2,0)****

PHT 6XXXC **Applied Human Physiology **5(4,5)****

PR: Admission to ~~PT program~~. Physical Therapy Program or MS in Health Sciences.

~~Exercise physiology investiages the physiological responses and adaptations to human movement including cardiovascular and pulmonary.~~

Course provides in-depth study of human cardiovascular, hemopoietic, respiratory, gastrointestinal, renal and reproductive systems with emphasis on mechanisms responsible for maintaining homeostasis.

30 character abbreviation: Applied Human Physiology

~~PHT 5115L Gross Anatomy/Neuroscience I Lab 2(0,4)~~

~~PHT 6XXXC Gross Anatomy/Neuroscience I 6(3,6)~~

~~PR: Admission to PT program. DPT program.~~

~~Human cadaver dissection of the back, spinal cord, cranial nerves, and upper and lower extremities.~~

~~Study of Human anatomy via lecture and cadaver dissection emphasizing upper and lower extremity, musculoskeletal, peripheral vascular and peripheral nervous systems, thoracic and abdominopelvic cavities.~~

30 character abbreviation: Gross Anatomy/Neuroscience I

~~PHT 5118L Gross Anatomy/Neuroscience II Lab 2(0,4)~~

~~PHT 6XXXC Gross Anatomy/Neuroscience II 6(3,6)~~

~~PR: Gross Anatomy Neuroscience I and Lab; CR Gross Anatomy Neuroscience II. Anatomy/Neuroscience I.~~

~~Directed Laboratory experiences with cadaver dissection; use of the skeleton, models, and computer programs to facilitate learning.~~

~~Comprehensive study of anatomy and physiology of the nervous system to develop DPT students' improved treatment strategies for patients with neurological problems.~~

30 character abbreviation: Gross Anatomy Neuroscience II

Tabled : clarification needed on credit hours

~~PHT 5805 Clinical Education I 1(0,4)~~

~~PHT 6XXXL 3(0,40)~~

~~PR: Admission to PT program. DPT program.~~

~~Full-time supervised clinical education in physical therapy settings. Application of objectives of courses previously completed. Graded S/U.~~

~~Collaborative course where students meet to analyze, synthesize and discuss current professional, ethical and moral decision-making in physical therapy setting, culminating in a six-week clinical internship. Graded S/U.~~

Tabled : clarification needed on prereq.

~~PHT 5722G Physical Therapy Integration I 2(2,1)~~

~~PHT 7XXXC~~

~~PR: Admission to PT program. DPT program.~~

~~Problem solving approach to selected dysfunctions, including burns and open wounds, and selected diagnostic procedures and therapy interventions.~~

~~This course emphasizes the differential diagnostic skills required of a physical therapist when deciding if physical therapy care is appropriate.~~

Tabled : clarification needed on prereq.

~~PHT 6822 Advanced Clinical Applications I 1(0,8)~~

~~PHT 7XXXL Advanced Clinical Education I 6(0,40)~~

~~PR: Clinical Education I. PR: Admission to DPT program.~~

~~Eight weeks of full-time supervised clinical education is a physical therapy setting. All previous education objectives apply and are cumulative. Graded S/U.~~

Collaborative course for 2nd year students to meet, analyze, synthesize and discuss current ethical, legal, and moral decision-making in physical therapy clinical setting culminating in internship. Graded S/U.

30 character abbreviation: **Advanced Clinical Education I**

~~SOW 5604~~ Medications in Social Work Practice 3(3,0)

SOW 6XXX

~~PR: graduate standing, pos-bac status, senior in SW~~ PR: Admission to MSW program or C.I. certificate or C.I.

The study of the effects that psychotropic medications can have within the counseling/helping relationship.

College of Optics & Photonics Course Action Revisions

~~OSE 5143~~ Fiber Optics Communication 3(3,0)

OSE 6XXX

~~PR: EEL 3552C, EEL 3470.~~ PR: Graduate Standing and OSE 6432 or C.I.

Use of Fiber Optics as a communication channel. Principles of Fiber optics. Mode theory, transmitters, modulators, sensors detectors and demodulators.

~~OSE 5424~~ Integrated Optics 3(3,0)

OSE 6XXX

PR: Graduate standing or C.I.

The propagation and loss characteristics in dielectric optical waveguides, fundamental concepts of both integrated and fiber optic devices, numerical modeling of complex integrated optical components.

~~OSE 5114~~ Optical Wave Propagation 3(3,0)

OSE 6XXX

PR: Graduate standing or C.I.

Optical propagation of light waves as applied to isotropic, anisotropic, and inhomogeneous media, guided waves and Gaussian beams