Graduate Curriculum Committee
February 18, 2009
11:30 a.m., MH 243

Agenda

1. Welcome and call to order

2. Approval of minutes from January 21 meeting

3. Suspension of the Foreign Language Education Certificate, COE

4. Title change and courses revisions to the MA in English, Literature track, CAH

5. Suspension of the following MFA Theatre tracks: Acting, Musical Theatre, and Design, CAH

6. Course revisions to the PhD Psychology track in Clinical Psychology, CAH

7. Addition of an Optics International track to the MS in Optics, COP

8. Courses and special topics

9. Adjournment

Members of the Graduate Curriculum Committee:

David Boote, COE
Deborah Breiter, RCHM
Raj Echambadi, CBA
Robert Ford, CBA
Ronnie Korosec, COHPA
Ram Mohapatra, COS -- Chair
Tison Pugh, CAH
Martin Richardson, COP
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS
Diane Wink, CON
Patricia Bishop, GS
Max Poole, GS

MEMO

Date: 12/09/08

To: Grant Hayes, Associate Dean

From: Michael C. Hynes, TLP Chair

Subject: Foreign Language Education Graduate Certificate

After careful analysis of the enrollment pattern in the Foreign Language Education Graduate Certificate Program, the department wishes to inactivate the program.

From: Grant Hayes
To: Max Poole
CC: Michael Hynes; Rhonda Nelson
Date: 1/30/2009 11:08 AM
Subject: Re: Question on For Lang Ed Certificate inactivation

Dr. Poole,

We have run a RDS query for fall 2008 and spring 2009 and found ZERO students enrolled in this certificate program.

If you have any questions, please let us know.

Thanks,
Grant

>>> Rhonda Nelson 1/30/2009 8:50 AM >>>
Good Morning,
I shared your request to inactivate the attached certificate with Dr. Poole. He asked if you could provide an additional paragraph on how many students are currently in the program and the effect this will have on them as this will be a question from the committee. Thank you.

Rhonda

Rhonda Nelson
Sr. Administrative Assistant to
Vice Provost and Dean
UCF College of Graduate Studies
PH: 407/823-6432
FX: 407/823-6442

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

College/Unit(s) Submitting Proposal: CAH   Proposed Effective Term/Year: 2009-2010

Unit(s) Housing Program: English   Name of Program: Master's, Literature Track

Brief Statement of Program Change: (for suspensions or deletions of degree programs, tracks or certificates, please attach on a separate sheet the rationale for this action, including statement of how this action impacts faculty teaching in and students enrolled in the program, track or certificate. Please note the units that have been consulted if duplication of programs or conflict of interest with other units has occurred.)

Please check one: this action affects a: ☐ Program   ☑ Track   ☐ Certificate

Please check one: this action is a(n):   ☐ Addition   ☐ Suspension   ☐ Deletion   ☑ Revision

RECOMMENDATIONS

☑ Yes ☐ No
Department Chair: _Daisy Mann_   Date: 10/21/08

☑ Yes ☐ No
College Curriculum Committee Chair: _Jm A Connell_   Date: 10/24/08

☑ Yes ☐ No
College Dean or Unit Head: _Jm A Connell_   Date: 10/24/08

☐ Yes ☐ No
Chair, UPCC or GSC: Date:

☐ Yes ☐ No
Dean, Undergraduate Studies or Graduate Studies: Date:

Approval:

Provost: Date:

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs.

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

_____ Department(s) _____ College _____ Registrar _____ Associate Registrar

_____ Institutional Research _____ Academic Services _____ Faculty Senate _____ Information, Analysis & Assessment

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To: Graduate Curriculum Committee

From: Lynn Hepner, Director, Academic Programs

Date: October 24, 2008

Re: Request to revise the MA in English, Literature track

Rationale:

The Department of English (and the department's graduate curriculum committee) is requesting the following changes to its existing MA in English, Literature track:

- Change the track name to Literary, Cultural, and Textual Studies
- Replace the Comprehensive Examination with a new Capstone course
- Redistribute the existing 33 hr. minimum requirement as follows:
    - Required courses—9 hrs.
    - Restricted Electives—12 hrs.
    - Advised Electives—6 credit hrs.
    - Capstone Course—3 hrs.
    - Thesis option (3 hr. min) or additional coursework (3 hr. min.)

A more detailed rationale for the proposed changes is provided in the attached memo from the Department of English. **Original catalog copy with track changes is also attached.**

Change to go into Effect:

Fall 2009

Tracking Students:

There will be no disruption to current students' progress.

Effect of Change on Other Units:

None.

TRACK DESCRIPTION

The Master of Arts in English, Literary, Cultural, and Textual Studies program prepares students for both academic and non-academic careers, by encouraging them to make connections among texts (critical, theoretical, scholarly, literary, etc.), to engage in research and critical thinking at an advanced level, and to write scholarship of merit and distinction.

CURRICULUM

Total Hours Required for MA—33 Credit Hours Minimum beyond the Bachelor's Degree.

Each student must complete at least 33 credit hours, including three core courses. Near the end of the degree program, each candidate will complete a Capstone course and (a) complete 3 additional credit hours in 6000-level literature courses or (b) write a thesis.

The program has a research study housed in one or more courses and requires a research study and final report focusing on literary criticism in a student's particular specialization.

Students with a baccalaureate degree in a subject other than English may be required to take graduate survey courses in British and American literature (AML 5076 and/or ENL 5006). Students must also prove proficiency in a foreign language at the first-year level prior to completing the degree program.

Required Courses—9 Credit Hours

ENG 5009 Methods of Bibliography and Research (3 credit hours)
ENG 6XXX Contemporary Movements in Literary, Cultural, and Textual Theory (3 credit hours)

0. LIN 5137 Linguistics (or an equivalent) (3 credit hours)

Restricted Electives—12 Credit Hours

- ENG 6XXX Historical Movements in Literary, Cultural, and Textual Theory (3 credit hours)

- LIT 6XXX Issues in Literary Study (can be retaken for credit with different content) (3 credit hours)

- LIT 6XXX Studies in Literary, Cultural, and Textual Theory (can be retaken for credit with different content) (3 credit hours)

- LIT 6XXX Teaching College Literature (3 credit hours)

Advised Electives—6 Credit Hours

Students in consultation with the graduate adviser, will choose two graduate-level English courses.

Capstone Course—3 Credit Hours

ENG 6XXX Capstone (3 credit hours)

Students must take a Capstone Course after completing at least 18 credit hours in the program. The Capstone Course is a systematic and comprehensive revision of previous graduate research, with special attention to the use of theory and to professionalization and with the goal of publication and /or conference presentation.

Specialization—3 Credit Hours

Choose A or B

A. Course Option—Students will complete 3 additional hours of 6000-level Literary, Cultural, and Textual Studies courses.

B. Thesis Option—Students will complete a formal thesis on a topic selected in consultation with an advisory committee and will meet both departmental and university requirements for the thesis. The student will also enroll in LIT 6971 Thesis for 3 credit hours.

INDEPENDENT LEARNING

All courses in the Master's in English, Literary, Cultural, and Textual Studies Track require students to complete substantial independent research projects and, thus, provide students the opportunity to engage in independent learning.

MA Track in Literary, Cultural and Textual Studies
Department of English
Summary

In 2004, UCF's Department of English underwent an outside review by Dr. Jack Selzer of Penn State University. In light of his report, the College of Arts and Sciences requested that the ongoing curricular revision being undertaken by the Literature track of its MA program be accomplished in the light of Dr. Selzer's contention that Texts and Technology become the basis of UCF English's departmental identity. The graduate faculty in Literature have thus over the last few years designed and approved a curriculum that builds on our traditional strengths as an English Department while emphasizing those aspects of our program that make UCF unique. We have endeavored to make a curriculum that will be useful to graduate students who come to us with the Texts and Technology PhD already in mind, while also serving those who either want to achieve a terminal MA or keep open the possibility of a more traditional PhD in literature.

The new program is designed to take students who already have an understanding of 'English' as an academic discourse and confront them with the questions that most coverage models tend to conceal, such as what is the history of English as a discourse? What are the political stakes of it? What does it mean to study English in the 21st century? What are the current dominant ways of reading and how do they differ from previous ways?

The explicit inclusion of cultural studies and textuality opens up new areas for connection to T&T. Many of the faculty have already been using cultural studies as a model for our graduate classes. Of course, cultural studies means different things to different people: an advantage of this model, however, is rather than shield our students from this debate, we can actually incorporate it into our classes. Similarly, textuality can cover a lot of ground, from archival research to complex studies of how texts make meaning, to questions of what constitutes a text. Systematically opening our department up to such concerns makes more explicit what the Literature track can offer to T&T.

This curriculum asks our students to address literature, but also to put it into question. It will also encourage them to confront theory in a more than superficial way. Specifically, the Capstone Course, which will replace the Comprehensive Exam, is designed to ensure that students leave our program with an understanding of the interrelationships of theory and literary texts, as well as the ability to articulate it in extended written form.

Furthermore, by offering a Teaching College English course, we will require our students to think critically about how to teach literature in the advanced classroom. This will be useful to students looking to teach in colleges, including as TAs in PhD programs, either in T&T or at other institutions. The other three tracks in UCF's English graduate program already have successful pedagogical classes, and faculty support for this class is extremely high.

Perhaps most importantly, this curriculum will give our department a recognizable identity, something that differentiates us from other MA programs in the region and draws attention to our unique doctoral program.

MA Track in Literary, Cultural, and Textual Studies Proposal
Department of English
Addendum to Summary/Rationale

The purpose of this addendum is to clarify several key points raised by the proposed changes from the MA in English, Literature track to the MA in English, Literary, Cultural, and Textual Studies track in the Department of English. Points to be addressed include: (1) benefits to students and to Department of the changes to the curriculum; (2) faculty resource allocation to meet the needs of the proposed program; (3) how the transition to the new track will affect current students.

(1) The proposed changes do several things that will be beneficial to the English Graduate Programs:

   a. First, the proposed curriculum changes reflect more closely the research interests of our faculty, many of whom publish in interdisciplinary fields (e.g. science and literature, history of the book and literacy, digital humanities, gender theory, new media studies, ecocriticism, etc.). Conversely, the current curriculum, with its required Major Author, Genre, and Movements courses, fails to capture the breadth and depth of the work that our faculty and students engage in and that the discipline of literary studies in general supports.

   b. Second, the proposed changes offer more professionalization for students—in other words, they offer more targeted training for students in skills that will help them advance in their careers as scholars and teachers of English.

      i. The proposed curriculum replaces the comprehensive exam, which has always been a flawed benchmark of student achievement and success and which has little or no "real world" application, with a Capstone Course in which students revisit and improve their best graduate research and produce a portfolio. This course is designed to help them produce publishable and/or presentable work, which will in turn help them as they pursue academic careers, or further graduate education.

      ii. The proposed curriculum also adds one elective, Teaching College Literature, which is designed to provide students with training to teach English at the community college and university levels. Anecdotal evidence and job placement of our graduates suggest that teaching experience and training are two of the most valuable ways that an English graduate program can help its students succeed in a competitive job market. Our students already receive training to teach English Composition, and they do well in securing full-time and part-time teaching jobs at local institutions, such as Seminole and Valencia Community Colleges and Fullsail; this proposed course would augment that training and broaden the students' areas of teaching competence.

(2) The proposed changes will not take up any more faculty resources or require any more graduate faculty than are currently available in the English department:

   a. The proposed curriculum has the same number of hours required in the program of study as the current curriculum (33 total), and so it will not demand that students take more graduate classes.

   b. Although the large number of new courses being proposed (6 total) might seem to suggest that a new cohort of faculty would be necessary to execute the new curriculum, in fact almost all of these new courses are replacing ones that will be canceled (5 total).

   c. The new curriculum is more flexible, since it has only 12 hours of required courses (9 hours of core courses and 3 hours of Capstone) and 18–21 hours of restricted and advised electives, depending on whether the student chooses the thesis or non-thesis option. The current curriculum has 21 core required hours and 6–12 hours of electives, depending on whether the student chooses the thesis or non-thesis option.

   d. Moreover, because some of the elective courses can be retaken for credit if they have different content, students will be less likely to have their graduation delayed because a particular course is not scheduled or is cancelled due to low enrollments. This will allow the program to schedule strategically for lean budget times, offering fewer courses that meet more students' needs.

(3) Students enrolled in the current program will not be inconvenienced by the proposed changes. We anticipate no delayed or deferred graduations as a result of these changes.

   a. Students who are currently completing their programs of study will be able to substitute electives from the new curriculum for required courses in the old curriculum. For example, a student needing LIT 6105: World Literature to graduate could take any of the following, with the approval of the graduate advisor, provided the course included content beyond British and American texts: LIT 6XXX: Studies in Literary, Cultural, and Textual Theory, LIT 6XXX: Issues in Literary Study, or ENG 6XXX: Historical Movements in Literary, Cultural, and Textual Theory.

   b. Students who are completing their programs of study in the current curriculum could choose to adopt the new catalog requirements. In some cases, they could therefore take more classes to complete their new program of study, but in many cases, existing course work, with the approval of the graduate advisor, would be substituted for restricted and advised electives in the new curriculum. For example, a student who had taken LIT 6365: Movements on Victorian Science and Literature could substitute this course, with the approval of the graduate advisor, for LIT 6XXX: Issues in Literary Study.

College of Arts & Humanities
Department of English

Master's Degree

Major: **Literary, Cultural, and Textual Studies**

Code: **1502**

GPA: **4.0**

Entry date: _____

Name:				EMPL:				
Pre-requisites complete: N/A	American Lit Survey		❑	British Lit Survey			❑	
Foreign Language complete:					❑			
Required Core Courses **9 hours**	Course Title		Instructor	Session	Hrs	Grade	Institution (if not UCF)	
ENG 5009 Graduate Research in English								
ENG 6xxx Contemporary Movements in Literary, Cultural, and Textual Theory								
LIN 5137 Linguistics (or an equivalent)								
Restricted Electives **12 Hours**								
ENG 6xxx Historical Movements in Literary, Cultural, and Textual Theory								
LIT 6xxx Issues in Literary Study (can be retaken for credit with different content)								
LIT 6xxx Teaching College Literature								
LIT 6xxx Studies in Literary, Cultural, and Textual Theory (can be retaken with different content)								
Advised Electives 6 hours								
ENG 6xxx 3 hours **Capstone Course**								
Thesis Option 3 hours								
LIT 6971								
Non-Thesis Option: 3 additional Hrs in 6000-level LCT courses								
Total Hours Required: 33								
Comments:								

_____ _____
Student Signature   Date

_____ _____
Program Coordinator   Date

College of Arts & Sciences
Department of English

Master's Degree

Major: <u>Literature</u>

GPA: _____

Code: <u>1502</u>

Entry date: _____

Name:		SS#:					
Pre-requisites complete:	American Lit Survey		❏	British Lit Survey		❏	
Foreign Language complete:					❏		
Required Courses 21 hours	Course Title	Instructor	Session	Hrs	Grade	Institution (if not UCF)	
ENG 5009 Graduate Research in English							
ENG 5018 Literary Theory							
LIN 5137 Linguistics (or an equivalent)							
LIT 6009 Literary Genres							
LIT 6105 World Literature							
LIT 6246 (6506) Major Authors							
LIT 6365 Movements in Literature							
Electives 6 hours							
Comprehensive Exam Passed ☐ Failed ☐	Date:						
Thesis Option 6 hours	LIT 6971						
	LIT 6971						
Non-Thesis Option 6 additional hours in 6000-level literature courses.							
Anticipated semester of graduation?							
Total Hours 33							
Comments:							

_____   _____
Student Signature   Date

_____   _____
Program Coordinator   Date

From: Jana Jasinski
To: Anna Jones
Date: Thursday, September 20, 2007 1:52 PM
Subject: Re: Question from English MA to Sociology Grad Programs

Hi Anna,

This does not appear to be very close to what we do over hear in Sociology - thanks for checking though.

Jana

Jana L. Jasinski, Ph.D
Associate Professor
Graduate Director
University of Central Florida
Department of Sociology
Phone: 407-823-6568
Fax: 407-823-3026
www.sociology.ucf.edu

"NO CONFLICT"
EMAILS FROM:
SOCIOLOGY
PHILOSOPHY
EDUCATION
FOR ENGLISH CARS.

>>> Anna Jones 9/20/2007 11:34 AM >>>
Hello, Dr. Jasinski.

I'm writing to get your feedback on changes that English Department would like to make to our MA in Literature degree. We wanted to get your input because part of the proposed change is a name change from "Literature" to "Literary, Cultural and Textual Studies," and we didn't want to appear to be encroaching on your curriculum. I think that our English version of "cultural studies" doesn't really look that much like sociology's, since the focus of our curriculum will be (as it is now) the study of literature in its historical and cultural contexts, but we wanted to ask for your input before we take the proposal to the College and University levels.

I'm attaching a copy of the proposal so you can take a look, but, briefly, we're proposing the change in part to bring our MA into sync with the English Department's Texts and Technology Ph.D. program, in response to recommendations we got from an external review. And, we think it will also distinguish our MA from other Masters in Literature programs, thereby helping us recruit quality students. (The revised curriculum is also an improvement over our current program of study in terms of scheduling and enrollment, since it has fewer required core courses and more restricted electives--a consideration I'm only appreciating now that I stepped in as Interim Grad Studies Director!)

Thanks very much for your time--I'm sure you have a jillion other things to do, so I really appreciate your attention to this.

Best,
Anna

Anna Maria Jones
Assistant Professor
Interim Director of Graduate Studies
Department of English
University of Central Florida
Orlando, FL 32816-1346
407-823-3406

Shaun,

Thanks very much for your timely reply. My understanding is that the procedure for altering existing tracks is much simpler than that for adding degree programs, so I trust we will have fewer problems than you've experienced with your new MA.

I agree that the possibilities for cooperation between our graduate curricula are potentially very useful for students. In fact, I hope that you are able to proceed with the Interdisciplinary Humanities MA as soon as possible, since our T&T doctoral students find themselves in great need of useful interdisciplinary electives. The cognitive science angles that your faculty are able to bring to philosophical issues are also, I think, of great interest to our graduate students at both the MA and PhD levels.

Thanks again,
james

On Sep 10, 2007, at 6:11 PM, Shaun Gallagher wrote:

> James,
>
> Thanks for sending the description for the proposed new MA track in
> Literary, Cultural and Textual Studies, and seeking our input.
>
> Although the Philosophy Department has been trying to establish an
> MA program in Interdisciplinary Humanities (we submitted an
> unsuccessful White Paper last year for the MA in Humanities in a
> Digital Age), we've been asked to hold off for 2 or 3 years (by the
> Provost) before we bring another proposal forward. I hope you'll
> have better luck, and you may have since this is a track rather
> than a new MA.
>
> We do teach two graduate courses in the Interdisciplinary

> Humanities graduate certificate program that address Cultural
> Studies -- HUM 5802 Applied Contemporary Humanities and HUM 5803
> Theories and Methods of the Humanities. It is difficult to know
> whether your proposed courses on Literary, Cultural and Textual
> Theory partially overlap with these since I haven't seen syllabi.
> We are also proposing three new graduate philosophy (PHI) courses
> later this year as we try to build our curriculum towards an MA
> level program. Critical Theory (of which we do have an
> undergraduate version), a course on philosophical hermeneutics and
> one on narrative theory (with special emphasis on how narrative
> addresses social cognition). These also could border on some of
> the topics that your courses will cover, but from a philosophical
> (social-political) perspective with less emphasis on the literary.
> Our faculty also teach an existing graduate course for the Women's
> Studies program on Theories in Gender Studies (which may or may not
> come close to the cultural topics that you will address).
>
> My department sees no conflicts with your proposal although we do
> have a stake in the concept of Cultural Studies, and a concern that
> it may limit our own ambitions to move toward an interdisciplinary
> humanities MA. At the same time we recognize that in terms of an
> interdisciplinary program some of your courses may fit nicely in
> our current or future curricula. We are interested in cooperating
> to make sure that we offer the best programs possible for our
> students.
>
> Shaun
>
>
>
> --
> Shaun Gallagher
> Professor and Chair
> Philosophy and Cognitive Science
> University of Central Florida
> Orlando, FL 32816-1352
>
> e-mail: gallaghr@mail.ucf.edu
> http://pegasus.cc.ucf.edu/~gallaghr
> Phone: 407.823.2273
> FAX: 407.823.6658
>

James Campbell
Associate Professor
Department of English
University of Central Florida
Orlando FL 32816-1346

jcampbel@pegasus.cc.ucf.edu

From: Grant Hayes
To: Anna Jones
Date: Tuesday, March 18, 2008 11:48 AM
Subject: Re: Fwd: Checking in about MA in Literature Curriculum Addition

Hello Dr. Hayes,

We reviewed the changes to the MA in Literature and have no concerns with your proposal.

Thanks,
Grant

B. Grant Hayes, Ph.D.
Associate Dean for Graduate Studies

University of Central Florida
College of Education
PO Box 161250
Orlando, FL 32816-1250

Phone: 407-823-5391
Fax: 407-823-5135   .

>>> Anna Jones 3/18/2008 11:31 AM >>>
Hello again, Dr. Hayes. Our MA in Literature Curriculum changes have passed the College of Arts and Humanities curriculum committee and are now on their way to the University committee; however, the discussion of the changes will be tabled if we don't have a record of feedback from the School of Education. I'm hoping that you'll have a chance to look over my previous email (see below) and the attached documents and offer your response in a short email, which we will then included in the documents for review by the University curriculum committee.

If there is someone else I should contact, I apologize for the confusion and would be happy to be redirected.

Thanks again for your time.

Best,

Anna Maria Jones
Assistant Professor
Interim Director of Graduate Studies
Department of English
University of Central Florida
Orlando, FL 32816-1346

407-823-3406

>>> Anna Jones 2/29/2008 17:03 >>>
Hello, Dr. Hayes.

Lynn Hepner in the College of Arts and Humanities gave me your name so I could run a proposed curriculum addition past you to make sure it wouldn't conflict with College of Education curriculum. The English Department is currently revamping our MA in Literature to make it the MA in Literary, Cultural and Textual Studies, and one of the proposed changes is to add a Teaching College Literature course to our electives. This course would match courses that the other MA tracks already have (e.g. Teaching Creative Writing, Teaching Technical Writing, etc.) and would, we think, help to make our students more attractive for instructor positions and for Ph.D. programs. We're hoping, too, that since many of the English Language Arts Education students take content hours in English that this course would actually work for rather than against your curriculum.

If you have any concerns or foresee any potential conflicts, we would like to be able to address them now rather than later in the process. Also, I'm attaching the rationale of the changes we're making to the track and a proposed program of study form just in case you are interested.
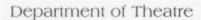
Thanks so much for your time.

Best,

Anna Maria Jones
Assistant Professor
Interim Director of Graduate Studies
Department of English
University of Central Florida
Orlando, FL 32816-1346
407-823-3406

Program Recommendation Form

College/Unit(s) Submitting Proposal: College of Arts and Humanities   Proposed Effective Term/Year: Fall 2009

Unit(s) Housing Program: Department of Theatre   Name of Program: MFA in Acting/ Musical Theatre/ Design

Brief Statement of Program Change: (for suspensions or deletions of degree programs, tracks or certificates, please attach on a separate sheet the rationale for this action, including statement of how this action impacts faculty teaching in and students enrolled in the program, track or certificate. Please note the units that have been consulted if duplication of programs or conflict of interest with other units has occurred.)

Please check one: this action affects a: ☐ Program   ☑ Track   ☐ Certificate

Please check one: this action is a(n):   ☐ Addition   ☑ Suspension   ☐ Deletion   ☐ Revision

RECOMMENDATIONS

☑ Yes ☐ No
Department Chair: Date: 1/20/09

☒ Yes ☐ No
College Curriculum Committee Chair: Date: 1/29/09

☒ Yes ☐ No
College Dean or Unit Head: Date: 1/29/09

☐ Yes ☐ No
Chair, UPCC or GSC: Date:

☐ Yes ☐ No
Dean, Undergraduate Studies or Graduate Studies: Date:

Approval:
Provost: Date:

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs.

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

_____ Department(s) _____ College _____ Registrar _____ Associate Registrar

_____ Institutional Research _____ Academic Services _____ Faculty Senate _____ Information, Analysis & Assessment

21 January 2009

Dr. Patricia Bishop, Dean
College of Graduate Studies
University of Central Florida
Orlando, FL 32816-0112

Dear Dr. Bishop:

This is a brief statement of program change regarding the Acting, Musical Theatre, and Design tracks in the Master of Fine Arts in Theatre degree. Given the severe constraints placed upon us by the last two budget cuts, we will be unable to admit new students in the aforementioned tracks for the 2009-2010 academic year.

This will have no effect on the existing theatre faculty loads; all faculty who teach in the graduate programs have continuously had teaching assignments in our undergraduate programs. Further, this program change will not affect current graduate students any tracks. They will be able to graduate in a timely fashion according to their academic year and status.

We will, however, continue to recruit and plan to admit 6 students into the Master of Fine Arts in Theatre/ Theatre for Young Audiences (TYA) track. Additionally, the program changes will not affect our MA in Theatre, as students in that program do not receive financial assistance from the department.

Our intent is to reactivate all MFA programs in the 2010-2011 academic year.
Sincerely,

Steven R. Chicurel, DMA
Interim Chair

Program Recommendation Form

College/Unit(s) Submitting Proposal: _____   **Proposed Effective Term/Year:** _____

Unit(s) Housing Program: _____   **Name of Program:** _____

Brief Statement of Program Change: (for suspensions or deletions of degree programs, tracks or certificates, please attach on a separate sheet the rationale for this action, including statement of how this action impacts faculty teaching in and students enrolled in the program, track or certificate. Please note the units that have been consulted if duplication of programs or conflict of interest with other units has occurred.)

Please check one: this action affects a: Program   Track   Certificate

Please check one: this action is a(n):   Addition   Suspension   Deletion   Revision

RECOMMENDATIONS

☐ Yes   ☐ No
Department Chair: _____   **Date:** _____

☐ Yes   ☐ No
College Curriculum Committee Chair: _____   **Date:** _____

☐ Yes   ☐ No
College Dean or Unit Head: _____   **Date:** _____

☐ Yes   ☐ No
Chair, UPCC or GSC: _____   **Date:** _____

☐ Yes   ☐ No
Dean, Undergraduate Studies or Graduate Studies: _____   **Date:** _____

Approval:
Provost: _____   **Date:** _____

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs.

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

_____ Department(s)   _____College   _____ Registrar   _____ Associate Registrar

_____ Institutional Research   _____Academic Services   _____Faculty Senate   _____Information, Analysis & Assessment

MEMORANDUM

To: College of Sciences Curriculum Committee
From: Deborah C. Beidel, Ph.D., ABPP, Director, Doctoral Program in Clinical Psychology
Re: Curriculum Revision for the Doctoral Program in Clinical Psychology

Date: December 15, 2008

As indicated by the enclosed material, the Doctoral Program in Clinical Psychology is proposing to revise the course requirements for this program. The decision to initiate this revision came after internal and external review of the program and a comparison of our program with those programs that we consider our aspirational peers. Before outlining the changes, I would like to address our rationale for the changes.

Currently, our program requires 105 credits for the Ph.D. In surveying our peers, this exceeds those of most doctoral programs by 10-20 credits. Thus, our program has a very heavy emphasis on coursework in comparison to other nationally ranked programs. This was a particularly significant concern raised in our most recent accreditation visit by the American Psychological Association (the external review). The site visitors pointed out, and the accreditation committee confirmed, that our program had an extremely heavy course requirement that could explain why our student's average time to matriculation was 6.5 years. We informed the Accreditation Committee that we intended to conduct a curriculum review and will reduce the number of courses, and we have been instructed to provide the committee with an update in June 2009.

Our revisions were guided by a strong commitment to maintain the quality of our program. On the next pages we present a table comparing the "old" and "new" curriculum. Guided by our internal review, the curriculum of other doctoral programs, and the recommendations of the accreditation committee, we have reduced our required course offering from 105 credits to 93 credits without any reduction in quality. Below, I will describe the rationale for our changes:

Psychological Foundations

- Removal of **PSY5605 History and Systems of Psychology** (3 hours) from our curriculum. First, there is some redundancy of the course material in this with course material in many of our required clinical courses. In fact, many of our courses, such as Introduction to Psychotherapy, Adult and Child Psychological Assessment, and Adult and Child Psychopathology all begin with the historical roots of understanding human behavior and theories of mind-body dualism. Thus, we feel that our students receive

much of the information addressed in PSY5605 in other courses that remain part of the curriculum. Furthermore, this action is consistent with many other accredited clinical psychology programs who no longer require a separate course in History and systems of psychology.

Research Courses

- Delete **PSY 6940C Research Practicum** (1 hour). This was a one hour seminar led by a member of our clinical faculty and was designed to introduce students to basic issues of clinical research and research ethics. It also served as a vehicle to keep students "on track" with respect to the progress of developing a masters thesis proposal. However, the need to **increase** the formal ethics class **(CLP 7623)** means that we will be able to integrate all of the research ethics issues into that course. Faculty mentors will assume responsibility for making sure that their students make continued progress on their masters theses.

Clinical Courses

- Remove **CLP 6195C Introduction to Psychotherapy** (3 hours) from the curriculum and replace with revised version as **CLP 7XXX Introduction to Clinical Psychology and Psychotherapy** (3 hours). The new title better reflects the course content and highlights the fact that we address the basic foundations and history of clinical psychology in that course.

- Removal of **PSB 6446 Advanced Abnormal and Clinical Psychopharmacology** (3 hours) from our curriculum and replacement with two new required courses **CLP 7XXX Adult Psychopathology** (3 hours) and **CLP 7XXX Child Psychopathology** (3 hours). The reason for this change is that the study of psychopathology is the core foundation of clinical psychology and both faculty and students thought that one course could not adequately cover the burgeoning literature in this area, particularly with respect to the neuroscience and pharmacology. Splitting the course into two courses will allow us to teach the material in a more comprehensive fashion, consistent with a doctoral program.

- Delete **CLP 6461 Cognitive Behavioral Therapy** and replace with the student's choice of one of two courses **CLP 7XXX Adult Empirically Supported Interventions** (3 hours) or **CLP 7XXX Child Empirically Supported Interventions** (3 hours). For the identical reasons listed above (provide sufficient depth, adequately address the expanding literature), we need to separate this course into two different courses. There will be some overlap inasmuch as some interventions used with adults may also be used with children. Thus, students are required to take one of these two courses and will have the opportunity to select which course better fits their training goals. *However, it should be noted that students are free to take the second course to fulfill 3 of their 6 hours of required clinical electives*

- Reduction in the required number of times a student must take **CLP 7943 Clinical Practicum from 12 hours to 6 hours** (take twice at 3 hours each)**.** We conducted an extensive survey of other accredited clinical training programs and found that the most common model was to require students to complete one year of "in-house" practicum (in their second year) and then allow students to seek, different yet complementary experiences in community clinical settings such as academic health centers, VA clinics,

children's hospitals, private or public psychiatric facilities etc, in their third year. Here at UCF, our third year students were required to do BOTH – continue in house practicum and work in one of our community-affiliated clinical settings. It appeared to us that this heavy clinical load, in addition to other program requirements created a significant bottle-neck with respect to completion of research, thesis and dissertation requirements. Therefore, our practice will be that students will be required to train in the on-site training clinic for only one year, unless their clinical performance is judged to be so poor that they require an additional year of program faculty supervision. Students will be free to continue to train in the clinic if they choose to do so but will not be **required** to do so, if they are engaged in clinical training at one of our external training sites.

Clinical Electives

- Removal of **CLP 6460 Child/Adolescent/Family Therapy** (3 hours) from our curriculum. Course content is now included in new course entitled **CLP 7XXX Child Empirically Supported Treatment** (see above).

- **Addition of CLP 7429 Clinical Neuropsychological Assessment** (see above)**.** This is becoming an increasingly important aspect of clinical psychology and one that is of much interest to some of our students.

Unique/Niche Clinical Courses

First, it is important to note that these courses are not required for accreditation, nor are they required elements of the clinical curricula of other accredited programs in clinical psychology. However, we have elected to keep one course and combine the elements of the others into a single seminar as the topic areas are consistent with the scientist/practitioner goals of our program.

- Delete **CLP 6491C Treatment Development Seminar** (3 hours), **CLP 6944 Clinical Supervision Seminar** (3 hours), and **PSY 6933 Administration Seminar/Practicum (3 hours).** Course content will be included in a new course called **CLP 7XXX Proseminar** (3 hours)

Current Doctoral Program in Clinical Psychology	Proposed Doctoral Program in Clinical Psychology
Minimum Hours Required for the Ph.D.— 105 Semester Hours	**Minimum Hours Required for the Ph.D.— 93 Semester Hours**
Required Courses	**Required Courses**
Psychology Foundation Courses—15 Semester Hours	**Psychology Foundation Courses—12 Semester Hours**
DEP 5057 Developmental Psychology (3 hours)	DEP 5057 Developmental Psychology (3 hours)
SOP 5059 Advanced Social Psychology (3 hours)	SOP 5059 Advanced Social Psychology (3 hours)
PSY 5605 History and Systems of Psychology (3 hours)	**Removed from curriculum**
PSB 5005 Physiological Psychology (3 hours)	PSB 5005 Physiological Psychology (3 hours)
EXP 6506 Human Cognition and Learning (3 hours)	EXP 6506 Human Cognition and Learning (3 hours)
Research Courses—34 Semester Hours	**Research Courses—33 Semester Hours**
PSY 6216 Advanced Research Methodology I (4 hours)	PSY 6216 Advanced Research Methodology I (4 hours)
PSY 6217 Advanced Research Methodology II (4 hours)	PSY 6217 Advanced Research Methodology II (4 hours)
PSY 6219C Advanced Research Methodology III (4 hours)	PSY 6219C Advanced Research Methodology III (4 hours)
PSY 6935 Research Planning Seminar (1 hour)	**Removed from curriculum**
PSY 6971 Thesis (6 hours)	PSY 6971 Thesis (6 hours)
PSY 7980 Doctoral Dissertation (15 hours)	PSY 7980 Doctoral Dissertation (15 hours)

Clinical Courses—38 Semester Hours	Clinical Courses—36 Semester Hours
CLP 6191 Cross-Cultural Psychotherapy (3 hours)	CLP 6191 Cross-Cultural Psychotherapy (3 hours)
CLP 7447C Adult Psychological Assessment I (3 hours)	CLP 7447C Adult Psychological Assessment I (3 hours)
CLP 7446C Child Psychological Assessment II (3 hours)	CLP 7446C Child Psychological Assessment II (3 hours)
CLP 6195C Introduction to Psychotherapy (3 hours)	**CLP 7XXX Introduction to Clinical Psychology and Psychotherapy** (3 hours) **Course Content Expanded**
PSB 6446 Advanced Abnormal and Clinical Psychopharmacology (3 hours)	**Revised into two separate courses to allow adequate coverage of content** **CLP 7XXX Adult Psychopathology (3 hrs)** **CLP 7XXX Child Psychopathology (3 hrs)**
CLP 7623 Ethical and Professional Issues in Mental Health Practices (2 hours)	CLP 7623 Ethical and Professional Issues in Mental Health Practices (**3 hours revised to be consistent with state licensing laws**)
CLP 6461 Cognitive Behavior Therapy (3)	**Revised into two courses to better cover course content – student is only required to take one of the following based on their area of concentration** **CLP 7XXX Adult Empirically Supported Treatments (3 hours) OR** **CLP 7XXX Child Empirically Supported Treatments (3 hours)**
CLP 7943 Clinical Practicum (taken a minimum of 4 times @ 3 hours; 12 hours)	CLP 7943 Clinical Practicum (**required twice @ 3 hours; 6 hours; may be taken more frequently if desired**)
CLP 6949 Predoctoral Internship (6 hours)	CLP 6949 Predoctoral Internship (6 hours)

Clinical Electives: (any two of the following for a total of 6 semester hours)	**Clinical Electives: (any two of the following for a total of 6 semester hours)**
CLP 6459C Human Sexuality, Marriage, and Sex (3 hours)	CLP 6459C Human Sexuality, Marriage, and Sex (3 hours)
CLP 6460 Child/Adolescent/Family Therapy (3 hours)	**CLP 7XXX Child Empirically Supported Treatments (above) – may be taken as elective here if adult course is taken to fulfill above clinical course requirement**
CLP 6181 Psychological Theories of Substance Abuse (3 hours)	CLP 6181 Psychological Theories of Substance Abuse (3 hours)
CLP 6457C Group Psychotherapy (3 hours)	CLP 6457C Group Psychotherapy (3 hours)
CLP 6876 Developmental Psychopathology (3 hours)	**Revised as Child Psychopathology and moved to Clinical Course Requirement**
	Added CLP 7429 Clinical Neuropsychological Assessment
Unique/Niche Clinical Courses—12 Semester Hours	**Professional Development —6 Semester Hours**
EXP 6939 Teaching Seminar (3 hours)	EXP 6939 Teaching Seminar (3 hours)
CLP 6491C Treatment Development Seminar (3 hours)	**Removed from curriculum**
CLP 6944 Clinical Supervision Seminar/Practicum (3 hours)	**Removed from curriculum**
PSY 6933 Administration Seminar/Practicum (3 hours)	**Removed from curriculum**
	Added CLP 7XXX Proseminar in Professional Psychology (3 hours – will include relevant materials from deleted courses)

Clinical Psychology PhD

Related Programs

- [Clinical Psychology MA](#)

Program Disciplines

This program belongs to the following disciplines:

- [Psychology](#)

College : [Sciences](#)   Degree : PhD

Department : [Psychology](#)   Option : Dissertation

Program Website : http://www.psych.ucf.edu/graduate_index.php

PROGRAM DESCRIPTION

The Psychology Department offers a PhD in Clinical Psychology, emphasizing the ability of psychologists to design, conduct, and apply clinical research in administration, treatment, teaching, and supervision. The program is patterned on the scientist-practitioner model of the American Psychological Association (APA). The Doctoral Program in Clinical Psychology is also 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. 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 Clinical Psychology PhD 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 PhD program 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 extensive partnership with public and private health service delivery resources in the central Florida area who participate as externship training sites.

CURRICULUM

The Clinical Psychology PhD is designed to be a full-time program, with some summer enrollment expected. There are a total of 93 semester hours of courses, practica, and research requirements in the program. Courses are presented in sequential fashion and students entering with a baccalaureate degree must earn a master's degree in route to the PhD. Students who enter with a master's degree must complete at least 63 semester hours at UCF. A dissertation which represents a significant contribution to the discipline is required. Successful completion of the Qualifying and Comprehensive Examination is required to be admitted into candidacy and prior to initiation of dissertation research.

Total Hours Required for PhD—93 Credit Hours Minimum beyond the Bachelor's Degree; 63 Credit Hours Minimum beyond the Master's Degree.

Psychology Foundation Courses—12 Credit Hours

- DEP 5057 Developmental Psychology (3 credit hours)
- SOP 5059 Advanced Social Psychology (3 credit hours)
- PSB 5005 Physiological Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses—18 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 6971 Thesis (6 credit hours)

Clinical Courses—36 Credit Hours

- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- CLP 7446C Child Psychological Assessment (3 credit hours)
- CLP 7447C Adult Psychological Assessment (3 credit hours)
- CLP 7XXX Introduction to Clinical Psychology and Psychotherapy (3 credit hours)
- CLP 7XXX Adult Psychopathology (3 credit hours)
- CLP 7XXX Child Psychopathology (3 credit hours)
- CLP 7623 Ethical and Professional Issues in Clinical Psychology (3 credit hours)
- Choose one:
  - CLP 7XXX Adult Empirically Supported Treatments (3 credit hours)
  - CLP 7XXX Child Empirically Supported Treatments (3 credit hours)
- CLP 7943C Clinical Practicum (taken 2 times at 3 hours; 6 credit hours)
- CLP 6949 Pre-doctoral Internship (taken 3 times at 2 credit hours; 6 credit hours)

Electives—6 Credit Hours

Choose from:

- CLP 6459C Human Sexuality, Marriage and Sex Therapies (3 credit hours)
- CLP 6181 Psychological Theories of Substance Abuse Treatment(3 credit hours)
- CLP 6457C Group Psychotherapy (3 credit hours)
- PSY 5937 Special Topics: Eating Disorders Seminar (3 credit hours)
- CLP 7429 Clinical Neuropsychological Assessment (3 credit hours)
- Students may choose one of the courses below if it was not already used to satisfy Clinical Courses curriculum requirement:
  - CLP 7XXX Adult Empirically Supported Treatments (3 credit hours)
  - CLP 7XXX Child Empirically Supported Treatments (3 credit hours)

Professional Development Courses —6 Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)
- CLP 7XXX Proseminar in Professional Psychology (3 credit hours)

Dissertation—15 Credit Hours

- PSY 7980 - Doctoral Dissertation (15 credit hours)

Quality/Comprehensive Doctoral Examinations

Domain A: Research (required)

- Theoretical or Review Article, or
- Empirical Article

Domain B: Government Proposals/Policy

- Grant Proposal, or
- Mental Health Policy/Administration

Domain C: Teaching

- Undergraduate Instructor Experience, or
- Professional Presentation Experience

Domain D: Clinical Practice/Consultation

- Comprehensive Case Presentation, or
- Program Development (Rx/Prevention)

Purpose—The purpose of the qualifying and comprehensive examination is to develop and assess competency of professional behaviors in doctoral-level graduate students in the Clinical Psychology program that are consistent with the program's professional training goals. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduating students to (a) conduct and publish independent empirical research; (b) competently serve as innovative teachers/instructors in colleges, universities, and medical schools, and as presenters at local, regional, national, and international professional conferences; (c) prepare/review grants and develop knowledge and expertise in the area of administration and policies/legislation relevant to mental health issues; and (d) be expertly trained, empirically oriented clinicians capable of designing, implementing, and assessing programs concerned with mental health and mental health delivery broadly defined.

Requirements, Rationale, and Objectives—Successful completion of qualifying and comprehensive examination requirements reflects the program's desire to ensure overall breadth of training in the field of Clinical Psychology that is complemented by individually tailored professional training experiences and competencies consistent with a student's professional career goals. The four professional domains outlined above are consistent with this intent. All students are required to complete the Research domain owing to the importance and centrality of research competency to the PhD 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 students be evaluated 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 program students who continue to exhibit serious difficulties in these behavioral domains and do not respond to feedback and efforts at remediation.

Master of Science in Clinical Psychology

Students enrolled in the Clinical Psychology PhD earn a Master of Science in Clinical Psychology en route to their doctorate unless they are admitted with an acceptable master's degree. This is a nonterminal master's degree available only to students in the Clinical Psychology PhD program.

INDEPENDENT LEARNING

Deleted: ¶

As befits the nature of graduate training and the pursuit of a doctoral degree, graduate students in clinical psychology are expected to engage in independent learning throughout their graduate career. The completion of the masters thesis and the doctoral dissertation are two examples of independent learning in which all graduate students participate. In addition, depending upon their career goals, other experiences such as directed readings or additional research projects may be undertaken by the students.

Admissions

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).

Applicants must have a bachelor's or master's degree in Psychology or another allied area and completion of a minimum 15 semester hours of undergraduate psychology courses prior to matriculation. Competitive students will have completed courses in the following areas: abnormal psychology, developmental (lifespan preferred) or child psychology, personality theories, learning, physiological psychology, and courses in research methods and statistics.

In addition to the general admission requirements, applicants to this program must provide:

- Competitive GRE score, taken within the last five years.
- 3.0 GPA or higher in the last 60 hours of undergraduate study.
- Completed transcripts showing a bachelor's degree (and master's degree, if conferred) and grades for all undergraduate and graduate work.
- Evidence of successful completion of undergraduate course work in statistics and general areas of psychology.
- Curriculum Vita.
- Three letters of reference, with at least two furnished by college or university professors who are acquainted with the applicant.
- A clear statement concerning the type of research you wish to pursue as a graduate student and the clinical faculty member you believe would be best suited to serve as your major professor and mentor.
- A score of at least 220 (computer-based test or paper-based equivalent) on the Test of English as a Foreign Language (TOEFL) is required for applicants from countries where English is not the official language or applicants whose bachelor's degree is not from an accredited U.S. institution.

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

Due to the competitive nature of the application process, strong candidates are likely to meet criteria that are more stringent than those listed here. Strong candidates are also likely to have

both research and fieldwork experience. A department admissions committee reviews the applicants' credentials and may invite a group of candidates for an interview. Final selection is based on both submitted credentials and the interview, if held.

In 2007, the Doctoral Program in Clinical Psychology received over 150 applications for admission, but only a total of seven students entered the PhD program. The mean GRE combined verbal and quantitative score for students admitted into the program was 1212, complemented by a cumulative grade point average of 3.72. Accepted students had, on average, between 1.5 and 2 years prior research experience and were well matched with the faculty's research and training interests.

Previous graduate work will be considered on a case-by-case basis (including acceptance of a previously completed master's thesis). Applicants must have at least a bachelor's degree with a major in psychology or a bachelor's degree and completion of undergraduate or graduate courses in statistics/research methods, and six additional upper-division courses in core content areas of psychology (i.e., personality theories, abnormal psychology, learning, physiological psychology, developmental psychology, and social psychology).

Application Deadlines

Clinical Psychology PhD	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Dec 15	Dec 15		
International Applicants	Dec 15	Dec 15		
International Transfer Applicants	Dec 15	Dec 15		

FINANCIALS

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.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see Financing Grad School, which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Jessica Motroni
psyinfo@mail.ucf.edu
Telephone: 407-823-4344
PSY 301E

Proposed International Masters track in Optics program

Background

We have been exchanging students with the University of Bordeaux for several years in an agreement that allows students who satisfy all the PhD requirements at UCF and do a portion of their research in the University of Bordeaux to obtain the PhD degree from Bordeaux as well as from UCF. A number of the students who did this program came to us from France and have turned out to be good students. Often they originated from the international REU program.

Building upon this collaboration, department of Education/EU funding has been obtained for a joint Masters program in Optics, Lasers and Materials. This involves exchange of MS students with both the Physics department at the University of Bordeaux as well as with the Abbe School of Photonics at the Friederich Schiller University of Jena. http://www.asp.uni-jena.de/physik_international/Master+Course/Course+Schedule.html

In practice, each year we would exchange 3 students with Jena and one with Bordeaux. These exchanges would occur in the second year of graduate studies. Although a MS program, our students would likely be PhD-track students. Hence the students would have to pass the qualifier before going. The students coming to us would be Masters students, but would be their best students so there is a strong potential for some of them staying to do the PhD. Funds are also available for faculty to travel to either of the partner universities to develop research collaborations with a view to exchanging students. Funding will help support students but advisors will probably still have to contribute to support while the students are abroad.

The funding agency requires that participating students obtain a MS degree from both universities (i.e. UCF and Jena or UCF and Bordeaux).

The only significant difference between this proposed track and the regular MS program is that 12 hours of the 30 hours total will be taken at the partner institution and counted towards the UCF degree. This is so that the degree is truly joint in nature between the two programs and reflective of the fact that the students will spend at least two semesters at the partner university. All courses taken at the partner university will be approved by our curriculum committee and instructors will meet SACS requirements for Graduate teaching.

Proposed catalog wording:

International Masters track

This track is intended for those students involved in an international exchange program with particular programs in other countries as approved by the University and the College of Optics and Photonics. The requirements for the track are the same as for the general MS program, namely,

Thesis option

- *at least 24 hours of graduate science and engineering course work, satisfying all of the following requirements:*
    - *at least 12 hours must be Optics courses*
    - *at least 6 hours are science/engineering graduate laboratory courses,*
    - *at least 3 of the laboratory hours must be in Optics*
    - *up to 6 hours of Science and Engineering Elective graduate courses*
- *6 hours of thesis (OSE 6971)*

Nonthesis option

- *at least 30 hours of graduate science and engineering course work, satisfying all of the following requirements:*
    - *at least 18 hours must be Optics courses*
    - *at least 6 hours are science/engineering graduate laboratory courses,*
    - *at least 3 of the laboratory hours must be in Optics*
    - *up to 6 hours of Science and Engineering Elective graduate courses*

No more than 3 hours of directed research (OSE 6918), or Research report (OSE 6909) may be included in the program of study.

For this track, 18 credit hours must be taken at UCF and 12 credit hours of coursework must be taken at the partner university. These hours must be taken from an approved list maintained by the college and made available on the college web site. Courses other than those on the list must be approved by the College Curriculum Committee. If the thesis option is selected, the thesis hours must be taken at UCF.

Language requirements. Students must demonstrate competency in the primary language of the partner university or else must take at least 6 hours of appropriate undergraduate language courses prior to traveling to the partner university.

Admission requirements for the track are the same as for the Optics MS program in general.

Sample curricula for MS Optics International track:

1. **US students (first year at UCF, second year at either Bordeaux or FSU, Jena)**

   a. **First year UCF Course work:** *Students will take 18 hours of the following courses (all are 3 credit hours)*
   OSE 6111 Optical Wave Propagation
   OSE 5115 Interference diffraction and Coherence
   OSE 5203 Fundamentals of Applied Optics
   OSE 5312 Fundamentals of Optics Science
   OSE 6432 Fundamentals of Photonics
   OSE 6525 Laser Engineering
   OSE 6525L Laser Engineering lab

   The following courses be required but will not count toward the Masters degree:
   FRE 1120C Elementary French I,   FRE 1121C Elementary French II
   or
   GER 1120C Elementary German I,   GER 1121C Elementary German II

   b. **EU coursework:**

   i. **Second year Bordeaux Coursework**:
   Choose 12 credit hours of the following:
   Nanomaterial Physics (6 ECTS – 3 credit hours)
   Quantum Optics (6 ECTS – 3 credit hours)
   Nonlinear Optics (5 ECTS – 2 credit hours)
   Plasma Physics 1 (5 ECTS – 2 credit hours)
   Plasma Physics 1 (3 ECTS – 1 credit hour)
   Solid State Physics 2 (5 ECTS – 2 credit hours)
   Biophotonics (3 ECTS – 1 credit hour)

   ii. **Second year Jena Coursework**
   Choose 12 credit hours of the following: *(all courses are 4 ECTS – 2 credit hours)*
   Optics in Nanostructures
   Semiconductor Physics
   Waveguide and Fiber Optics
   Computational Photonics
   Coherence Theory and Applications
   nonlinear Optics
   Ultrafast Optics
   Photovoltaics
   Biomedical Imaging

2. **EU students (first year at Bordeaux or Jena, 2nd Year at UCF)**

a. **First year Bordeaux Coursework (12 credit hours)**
   Quantum Mechanics (5 ECTS – 2 credit hours)
   Solid state Physics 1 (5 ECTS – 2 credit hours)
   Statistical Mechanics (5 ECTS – 2 credit hours)
   Atomic and Molecular Physics (5 ECTS – 2 credit hours)
   Data Acquisition (3 ECTS – 1 credit hour)
   Physics lab (6 ECTS – 3 credit hours)

   Language (3 ECTS – 1 credit hours) (will not be counted toward UCF degree)

b. **First Year Jena Coursework (12 credit hours)**
   (all courses are 4 ECTS – 2 credit hours)
   Optical Metrology and Sensing
   Optical Modeling and Design
   Laser physics
   Optics Lab

   Plus, choose one of the following
   Semiconductor Physics
   Waveguide and Fiber Optics
   Computational Photonics
   Coherence Theory and Applications

   Language (6 ECTS – 3 credit hours) (will not be counted toward UCF degree)

c. **Second year UCF coursework**

i. **Bordeaux Students**	ii. **Jena Students**
Choose 12 hours from:	*Choose 12 hours from:*
OSE 6111 Optical Wave Propagation	OSE 6334 Nonlinear Optics
OSE 5115 Interference diffraction	OSE 6421 Integrated Optics
and Coherence	OSE 5414 Optoelectronics
OSE 5203 Fund. of Applied Optics	OSE 6211 Fourier Optics
OSE 5312 Fund. of Optics Science	OSE 6314 Optics of Low dimensional
OSE 6432 Fund. of Photonics	Semiconductors
OSE 6525 Laser Engineering	OSE 6650 Optics of Nano materials
OSE 6525L Laser Engineering lab	OSE 6525L Laser Engineering lab
OSE 5234L Applied optics Lab	OSE 5234L Applied optics Lab
OSE 6650 Optics of Nano materials	

   at least 6 hours of research will be taken but will not count toward the MS degree

Graduate Council Curriculum Committee
Course Agenda 02-18-2009

College of Medicine Special Topics
Tabled
MCB 5937   Sect 01   COM-Molecular & Microbiology   1(1,0)
ST: Industrial Perspectives Seminar: PR: Biotechnology M.S. students. Learning concepts of basic research and drug development in the pharmaceutical industry and a technical presentation.
30 character abbreviation: **ST: Industrial Persp Seminar__**
AGENDA NOTES: Course Addition also being proposed.

ZOO 5937C   Sect 01   COM-Molecular & Microbiology   4(3,1)
ST: Clinical Neuroscience: PR: Graduate standing or C.I. Clinically oriented teachings of neuroscience areas including selected topics in neuropathology, neuro-oncology, neuroimmunology, neuropharmacology and neurodiagnostics.
30 character abbreviation: **ST: Clinical Neuroscience**
AGENDA NOTES: Course Addition also being proposed.

College of Sciences Special Topics
PHY 5937   Sect 01   COS-Physics   3(3,0)
ST: Physics of Nanoelectronic Devices: PR: Graduate Standing or C.I. Fabrication techniques of nanoscale electronic devices and understanding of their charge transport properties.
30 character abbreviation: **ST: Phy Nanoelectronic Devices**

Health & Public Affairs Special Topics
CCJ 5937   Sect 01   HPA-Criminal Justice/Legal St   3(3,0)
ST:Professionalism in Criminal Justice Organizations: PR: Graduate Standing or C.I. This course is designed to education students on the historical evolution of professionalism in criminal justice organizations and how it has changed the structure or practices of each involved agency.
30 character abbreviation: **ST:Profesnlsm in CJ Organizati**
AGENDA NOTES: Course Addition also being proposed.

College of Arts & Humanities Course Action Additions
ENG 6XXX   CAH-English 3(3,0)
Capstone Course: PR: Graduate Standing in English and at least 18 graduate credit hours in English. Systematic and comprehensive revision of previous graduate writing with special attention to use of theory and professionalization toward the goal of publication and/or/ conference presentation.
30 character abbreviation: **Capstone Course**

ENG 6XXX   CAH-English 3(3,0)
Contemporary Movements in Literary, Cultural, and Textual Theory: PR: Graduate Standing in English or C.I. Theories of literature, cultural, and textual formation since the mid-20th century.
30 character abbreviation: **Contemp Movements LCT Theory**

ENG 6XXX   CAH-English 3(3,0)
Historical Movements in Literary, Cultural, and Textual Studies: PR: Graduate Standing or C.I. Theories of literature, cultural, and textual formation from ancient Greece to the mid-20th century.
30 character abbreviation: **Historical Movement LCT Theory**

LIT 6XXX   CAH-English 3(3,0)
Issues in Literary Study: PR: Graduate Standing in English or C.I. Specific issues and controversies in literary study.
30 character abbreviation: **Issues in Literary Study**

LIT 6XXX   CAH-English 3(3,0)
Studies in Literary, Cultural, and Textual Theory: PR: Graduate Standing and C.I. Specific topics in the study of literature that foreground cultural and theoretical issues.
30 character abbreviation: **Studies in LCT Theory**

LIT 6XXX   CAH-English 3(3,0)
Teaching College Literature: PR: Graduate Standing in English or C.I. Specific topics in the study of literature that foreground cultural and theoretical issues.
30 character abbreviation: **Teaching College Literature**

College of Medicine Course Action Additions
Tabled
MCB 5XXX   COM-Molecular & Microbiology   1(1,0)
Industrial Perspectives Seminar: PR: Biotechnology MS Students. Learning concepts of basic research and drug development in the pharmaceutical industry and technical presentation.
30 character abbreviation: **Industrial Persp Seminar**
AGENDA NOTES: Special Topic also being proposed.

ZOO 5XXXC   COM-Molecular & Microbiology   4(3,1)
Clinical Neuroscience: PR: Graduate standing or C.I. Clinically oriented teachings of neuroscience areas including selected topics in neuropathology, neuro-oncology, neuroimmunology, neuropharmacology, and neurodiagnostics.
30 character abbreviation: **Clinical Neuroscience**
AGENDA NOTES: Special Topic also being proposed.

College of Sciences Course Action Additions

PHY 5XXX   COS-Physics 3(3,0)
Physics of Nanoelectronics Devices: PR: Graduate standing or CI. Fabrication techniques of nanoscale electronic devices and understanding of their charge transport properties.
30 character abbreviation: **Phy of Nanoelectronic Devices**

Tabled – new information. The department wishes to keep this at a 6000 level.
PHY 6XXXC   COS-Physics 3(2,2)
Theory and Computations of Molecular Wavefunctions: PR: Undergraduate Quantum Mechanics or Physical Chemistry or C.I. Approximate method of solving electronic Schrodinger equation for molecular systems: Hartree-Fock and semiempirical methods, basis sets, multireference wavefunction theory methods, potential surfaces, electronic transitions.
30 character abbreviation: **Molecular Wavefunction Theory**
AGENDA NOTES: Special Topic also being proposed.

CLP 7XXX   COS-Psychology   3(3,0)
Adult Empirically Supported Treatments: PR: Admission to Clinical Psychology PhD or CI. Empirically supported psychological and pharmacological treatment for adults.
30 character abbreviation: **Ad Empir Supported Treatment**

CLP 7XXX   COS-Psychology   3(3,0)
Adult Psychopathology: PR: Admission to Clinical Psychology PhD or CI. Clinical presentation and etiological therories of psychological disorders in adults.
30 character abbreviation: **Adult Psychopathology**

CLP 7XXX   COS-Psychology   3(3,0)
Child Empirically Supported Treatments: PR: Admission to Clinical Psychology PhD or CI. Empirically supported psychological and pharmacological treatments for children and adolescents.
30 character abbreviation: **Ch Empir Supported Treatment**

CLP 7XXX   COS-Psychology   3(3,0)
Child Psychopathology: PR: Admission to Clinical Psychology PhD or CI. Clinical presentation and etiological theories of psychological disorders in children and adolescents.
30 character abbreviation: **Child Psychopathology**

CLP 7XXX   COS-Psychology   3(3,0)
Introduction to Clinical Psychology and Psychotherapy: PR: Admission to Clinical Psychology PhD or CI. A historical look at clinical psychology and psychotherapy including practical and basic components of therapy.
30 character abbreviation: **Intro to Clin Psych & Therapy**

CLP 7XXX   COS-Psychology   3(3,0)

Proseminar in Professional Psychology: PR: Admission to Clinical Psychology PhD or CI. Survey of psychologists' roles in administration, supervision, and treatment development.
30 character abbreviation: **Proseminar in Psychology**

College of Education Course Action Additions

EDF 7XXX   ED-Ed Research, Tech & Lead   3(3,0)
Advanced Research Methods: PR: EDF 7403, EDF 7463, C.I. Review/expand knowledge of empirical research in education. Includes systematic literature review, convert conceptual questions to concrete, multiple analytic methods.
30 character abbreviation: **Advanced Research Methods**

EDF 7XXX   ED-Ed Research, Tech & Lead   3(3,0)
Psychometrics: PR: EDF 7403, C.I. Overview of classical test theory with an introduction to item response theory and generalizability theory. Techniques for evaluating validity and reliability will be applied through statistical analyses.
30 character abbreviation: **Psychometrics**

Health & Public Affairs Course Action Additions

CCJ 5XXX   HPA-Criminal Justice/Legal St   3(3,0)
Professionalism in Criminal Justice Organizations: PR: Graduate Standing or C.I. This course is designed to education students on the historical evolution of professionalism in criminal justice organizations and how it has changed the structure or practices of each involved agency.
30 character abbreviation: **Profesnlsm in CJ Organizations**
AGENDA NOTES: Special Topic also being proposed.

College of Arts & Humanities Course Action Deletions

ENG 5018   CAH-English 3(3,0)
Literary Criticism: PR: Graduate status or senior standing or C.I. Historical survey of major critics from classical antiquity to the modern era.

LIT 6009   CAH-English 3(3,0)
Literary Genres: PR: Graduate standing. Provenance, structure, and critical problems in a specific genre such as tragedy, the epic, the novel, or the lyric. May be repeated for credit only when course content is different.

LIT 6105   CAH-English 3(3,0)
World Literature: PR: Graduate standing. Study of the influence on British and American literature of selected foreign works read in translation. May be repeated for credit only when course content is different.

LIT 6246   CAH-English 3(3,0)

Major Authors: PR: Graduate standing. Study of a single author or of two or three associated authors, with emphasis on biography, bibliography, and style. May be repeated for credit only when course content is different.

LIT 6365   CAH-English 3(3,0)
Movements in Literature: PR: Graduate standing. Study of a movement such as naturalism, romanticism, or classicism, or of a literary period such as the Baroque or the Southern Renaissance. May be repeated for credit only when course content is different.

MVK 5453   CAH-Music 2(1,0)
Organ V: PR: Graduate status or senior standing and C.I. May be repeated for credit.

College of Sciences Course Action Deletions

CLP 6476   COS-Psychology   3(3,0)
Developmental Psychopathology: PR: CLP 5166 or PSB 6446. Focus on the symptoms, classification, and diagnosis of emotional and behavioral disorders in infants, children, and adolescents

CLP 6491C   COS-Psychology   3(2,2)
Treatment Development: PR: Acceptance to Clinical Psychology Ph.D. program or C.I. Major preventative treatment approaches, including the appropriate uses of manualized/modular therapy. Students participate in a faculty member's treatment development program. This course is intended for the Ph.D. in Clinical Psychology; in certain instances graduate students in other programs may enroll.

CLP 6944   COS-Psychology   3(3,0)
Clinical Supervision Seminar/Practicum: PR: Acceptance to Clinical Psychology Ph.D. program or C.I. The concepts and skills needed to be a clinical supervisor. Includes applications, ethics, and professional responsibilities in a multi-cultural context. This course is intended for the Ph.D. in Clinical Psychology; in certain instances graduate students in other programs may enroll.

PSY 6933   COS-Psychology   3(3,0)
Administration Seminar/Practicum: PR: Acceptance to Clinical Psychology Ph.D. program or C.I. The theories, issues, and techniques of administration in a mental health care delivery system. This course is intended for the Ph.D. in Clinical Psychology; in certain instances graduate students in other programs may enroll.

PSY 6940C   COS-Psychology   1(0,2)
Research Practicum: PR: Graduate admission and C.I. The implementation of knowledge, skills, and abilities to conduct independent research. May be repeated for credit.

Engineering & Computer Science Course Action Deletions

CAP 6637   ECS-Computer Science   3(3,0)
Activity and Plan Recognition: PR: CAP 5415 or CAP 5610 or CAP 5512 or C.I. Classical and probabilistic techniques for plan and activity recognition with a focus on graphical models.

CDA 6211   ECS-Computer Science   3(3,0)
VLSI Algorithms and Architecture: PR: CDA 5215. VLSI algorithms, algorithms on regular geometries, hierarchically organized machines; illustrative algorithms: Matrix, DFT, recurrence evaluation, pattern matching, searching, sorting, graph, etc.; area-time complexity issues.

COP 6615   ECS-Computer Science   3(3,0)
Operating Systems Theory: PR: COP 5611. Scheduling and queuing theory, simulation, and performance evaluation of computer systems.

COT 5507   ECS-Computer Science   3(3,0)
Computational Methods/Applications: PR: COT 4500. Computational solution techniques for algebraic equations, ODE and PDE Models of applications selected from science, engineering, applied mathematics, and computer science.

COT 5510   ECS-Computer Science   3(3,0)
Computational Methods/Linear Systems: PR: COT 4500 and MAS 3106. Mathematical models for linear systems, linear programming, the simplex method, integer and mixed-integer programming, introduction to nonlinear optimization and linearization.

Health & Public Affairs Course Action Deletions

PAF 7600   HPA-College-HPA   3(3,0)
Legal Foundations of Public Affairs: PR: Admission to Ph.D. program in Public Affairs. Legal issues, reasoning, and research related to administration and public affairs.

PAF 7809   HPA-College-HPA   3(3,0)
Applied Quantitative Methods in Public Affairs: PR: PAF 7804. Application & review of knowledge and skills for quantitative analysis in Public Affairs

PAF 7840   HPA-College-HPA   3(3,0)
Seminar in Secondary Data Analysis in Public Affairs: PR: PAF 7802. In-depth examination of the availability and use of archival data. Advantages and limitations of secondary data analysis discussed.

PAF 7857   HPA-Public Affairs   3(3,0)
Decision Informatics in Public Affairs: PR: Admission to Ph.D in Public Affairs or C.I. Decision theory and diagnostic test evaluation fundamentals applied to health/medical

informatics and public affairs - including formal metrics (e.g. sensitivity and specificity) essential for decision support.

College of Sciences Course Action Revisions

CLP 7623 ~~**Ethical and Professional Issues in Clincial Psychology**~~ ~~**2(2,0)**~~
Ethical and Professional Issues in Clinical Psychology **3(3,0)**

~~PR: Graduate~~ <u>PR:</u> Admission to ~~the PhD clinical program or CI.~~ <u>Clinical Psychology PhD or C.I.</u>

~~Examination of APA Code of ethics, relevant laws, and professional standards in clinical psychology.~~

<u>APA Code of Ethics, relevant laws, and professional standards in clinical psychology.</u>

30 character abbreviation: **Ethic & Prof Iss in Clin Psych**