

Graduate Council Curriculum Committee
December 3, 2009
12:00 p.m., MH 243

Agenda

1. Welcome and call to order
2. Approval of minutes from meeting of 11/12
3. Review of Music split classes, CAH
4. Review of Theatre split classes, CAH
5. Addition of a TESOL track to the Ph.D. in Education – COE
6. Addition of an BSN-DNP program, CON
 - Specialty and track changes to the MS tracks
7. Addition of a Conservation Biology track, MS in Biology, COS
8. Revisions to the MA in Elementary Ed, COE
9. Revisions to the MA in Instructional Tech/Instr Systems track, COE
10. Courses and special topics
11. Adjournment

Members of the Graduate Council Curriculum Committee:

Deborah Breiter, RCHM
Naim Kapucu, COHPA
Ram Mohapatra, COS – Chair
Joyce Nutta, COE
Tison Pugh, CAH
Martin Richardson, COP
Susan Chase, CON
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS
Patricia Bishop, Ex Officio for CGS
Max Poole, Liaison for CGS

UNIVERSITY OF CENTRAL FLORIDA

**Department of Music
Brass Literature & Pedagogy
MVB 5xxx (3 credits)**

Instructor: Professor Roy Pickering
Email: rpickeri@mail.ucf.edu

Office: Colbourn Hall 122
Phone: 823-5966

Prerequisite: *Graduate standing in music or C. I.*

Course Description

Course consists of a general survey of the significant brass repertoire and a basic knowledge of the physical processes involved in artistic brass performance. Examination of study materials and some of the more historical solo and chamber brass compositions will be identified.

Objectives

1. Demonstrate a knowledge of the major compositions for brass instruments – solo and chamber works.
2. Be able to identify proper fundamentals of brass playing.
3. Attend recitals/concerts where brass instruments are featured.
4. *Apply graduate level research tools to field of brass literature.*

Material

(All) TEXT: A Complete Guide to Brass, 3rd edition by Scott Whitener

(Grad) TEXT: *Creative Recipes for a Successful Performance by Kenneth Amis*

(Grad) TEXT: *A Development Guide for Brass Musicians compiled by B. Nelson*

Students should provide some major selections of the repertoire for their specific instruments for class demonstrations.

Academic Course Requirements

1. Students will compile an annotated bibliography of the important historical repertoire for their specific instruments and of important brass chamber music. (undergraduates = 50 and *graduates = 75 entries*)
2. Students will give a class presentation of their annotated bibliographies and will share this typed information with class members.

Graduate students throughout the semester will observe 20 lessons taught by brass teachers (other than their principal instrument) on a weekly basis and prepare a brass pedagogy paper. (minimum of 10 typed pages)

Evaluation

1. Attendance and participation in discussions is mandatory otherwise a grade penalty will be reflected. Unexcused absences and excessive tardiness will also result in a grade penalty.
2. Class assignments– *graduate students will be required to perform/demonstrate 12 of their instrument's major solo repertoire*
3. Final Examination for all & *Research Projects for graduates.*
4. Listening Exam (Identification of major brass compositions and important orchestral works of the Modern Period.
5. *Pedagogy papers for Graduate students.*

SYLLABUS IS SUBJECT TO CHANGE

TOPICS

Acoustics and the Harmonic series

Basic care and maintenance

Tone production and Embouchure

Breathing and dynamic control

Articulation and tongue styles – syllables, etc.

History (brief)

Daily Routines and Warm-ups

Brief history of brass recordings

Transposition

Slide and valve technique

Video samples of brass pedagogy

Study materials

FBA Repertoire

Expressive brass playing

Final Presentations

SYLLABUS IS SUBJECT TO CHANGE

UNIVERSITY OF CENTRAL FLORIDA
Department of Music
Brass Literature & Pedagogy
MUL 4XXX 3.0 Hours

Instructor: Professor Roy Pickering
Email: rpickeri@mail.ucf.edu Office:

Colbourn Hall 122
Phone: 823-5966

Prerequisite: Student must be a brass major with at least 2 semesters of principal performance.

Course Description

Course consists of a general survey of the significant brass repertoire and a basic knowledge of the physical processes involved in artistic brass performance. Examination of study materials and some of the more historical solo and chamber brass compositions will be identified.

Objectives

1. Demonstrate a knowledge of the major compositions for brass instruments – solo and chamber works.
2. Be able to identify proper fundamentals of brass playing.
3. Attend recitals/concerts where brass instruments are featured.

Materials

In addition to **A Complete Guide to Brass, 3rd edition by Scott Whitener** students will be required to purchase some major selections of the repertoire for their specific instruments for demonstration in class.

Academic Course Requirements

1. Students will compile a brief **annotated** bibliography of the important FBA repertoire for their specific instruments and of important brass chamber music.
2. Students will give a presentation to the class of their annotated bibliographies for their instrument and will share this information with other class students.
3. Throughout the semester students will observe lessons taught by brass teachers and prepare a brass pedagogy paper.

Evaluation

1. **Attendance and participation in discussions is mandatory.** More than 2 unexcused absences and excessive tardiness will result in a grade penalty. 10%
2. Class assignments. 30%
3. Pedagogy/Research paper 30%
4. Final Examination 30%

SYLLABUS IS SUBJECT TO CHANGE

MUT 5XXX- Counterpoint (3 credits)

Course Syllabus

Dr. Aaron Hilbun
ahilbun@mail.ucf.edu

Course Description: Approximately the first two-thirds of this course will be dedicated to the study of tonal counterpoint in the Baroque style. The first unit will consist of a review of two-voice counterpoint, followed by an examination of J. S. Bach's Two and Three Part Inventions. The second unit will focus on the fugue and examine in detail fugues from J. S. Bach's *The Well-Tempered Clavier*. The final unit will focus on contemporary applications of counterpoint.

Prerequisites: Graduate status in music or C. I.

Course Objectives:

- To understand and be able to define the term counterpoint
- To understand the relationship between melodic lines and harmonic structure
- Be able to compose using the techniques of species counterpoint as used by 18th century composers
- Be able to compose a short three-voice fugue in the style of J. S. Bach
- ***Apply advanced analysis skills to music examples of counterpoint***
- ***To read and discuss scholarly articles, and be able to address analytical issues in a coherent and sophisticated way***

Required Materials:

- Kent Kennan, *Counterpoint*
- J. S. Bach, Two Part Inventions
- J. S. Bach, Three Part Inventions
- J. S. Bach, *The Well-Tempered Clavier*
- Other readings and listening as assigned, on reserve in the UCF Library

Grading:

Your grade for this course will be determined as follows:

Analysis assignments	30%
Composition assignments	30%
Final fugue project	30%
Attendance and Class Participation	10%

Assignments: You will be assigned six analysis assignments and six composition assignments for a total of twelve weekly assignments. Analysis assignments will consist of an analysis of a passage from a Bach invention or fugue, to be accompanied by a ***four page paper*** in formal academic prose (and observing proper formatting and citation conventions) explaining your analyzed score. In the composition assignments, you will compose your own short pieces applying the

knowledge gained in class and through the analyses. Composition assignments must be submitted electronically as a Finale file, or some other MIDI format that can be played back in Finale. Assignments will not be accepted after the beginning of the first class meeting after the original due date. For example, an assignment due Friday must be turned in Friday, or at the latest, **before** the start of Monday's class.

Due to the leniency of this policy, exceptions will be made only under extraordinary circumstances.

Final fugue project: In lieu of a final examination or research paper, ***you will be required to compose a short three-voice fugue*** in the style of J. S. Bach. As with the composition assignments, these must also be submitted electronically, either as a Finale file, or some other MIDI format that can be played back in Finale.

Class participation: The heart of the learning process in this course will be our class discussions. The amount you learn in this course will be a direct function of your contribution to these discussions. Failure to actively and regularly participate in class discussions will lower this part of your course grade.

Academic Integrity:

Attendance: In and of itself, attendance is not a component of your grade, however attendance will be documented should any grade disputes arise. Furthermore, not being present in class precludes participation in class discussions and excessive absences will adversely affect that portion of your grade. Any missed exams or late assignments will generally be given a grade of 0. Documented illnesses, family emergencies and religious observances will be excused. Other reasons will be evaluated on a case-by-case basis.

Cheating/Plagiarism: Plagiarism and cheating of any kind on an examination, research paper or assignment will result at least in an F for that assignment (and may, depending on the severity of the case, lead to an F for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

In the assignments and paper, remember that failure to cite any ideas that are not your own is plagiarism, and tantamount to cheating.

Disabilities and Handicaps: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

MUT 3401 - Counterpoint

Course Syllabus

Dr. Aaron Hilbun
ahilbun@mail.ucf.edu

Course Description: Approximately the first two-thirds of this course will be dedicated to the study of tonal counterpoint in the Baroque style. The first unit will consist of a review of two-voice counterpoint, followed by an examination of J. S. Bach's Two and Three Part Inventions. The second unit will focus on the fugue and examine in detail fugues from J. S. Bach's *The Well-Tempered Clavier*. The final unit will focus on contemporary applications of counterpoint.

Prerequisites: MUT 2127 or equivalent

Course Objectives:

- To understand and be able to define the term counterpoint
- To understand the relationship between melodic lines and harmonic structure
- Be able to compose using the techniques of species counterpoint as used by 18th century composers
- Be able to compose a three-voice fugue exposition in the style of J. S. Bach

Required Materials:

- Kent Kennan, *Counterpoint*
- J. S. Bach, Two Part Inventions
- J. S. Bach, Three Part Inventions
- J. S. Bach, *The Well-Tempered Clavier*
- Other readings and listening as assigned, on reserve in the UCF Library

Grading:

Your grade for this course will be determined as follows:

Analysis assignments	30%
Composition assignments	30%
Fugue exposition	30%
Attendance and Class Participation	10%

Assignments: You will be assigned six analysis assignments and six composition assignments for a total of twelve weekly assignments. Analysis assignments will consist of an analysis of a passage from a Bach invention or fugue, to be accompanied by a two page paper in formal academic prose (and observing proper formatting and citation conventions) explaining your analyzed score. In the composition assignments, you will compose your own short pieces applying the knowledge gained in class and through the analyses. Composition assignments must be submitted electronically as a Finale file, or some other MIDI format that can be played back in Finale. Assignments will not be accepted after the beginning of the

first class meeting after the original due date. For example, an assignment due Friday must be turned in Friday, or at the latest, ***before*** the start of Monday's class.

Due to the leniency of this policy, exceptions will be made only under extraordinary circumstances.

Fugue Exposition: In lieu of a final examination or research paper, you will be required to compose a three-voice fugue exposition in the style of J. S. Bach. As with the composition assignments, these must also be submitted electronically, either as a Finale file, or some other MIDI format that can be played back in Finale.

Class participation: The heart of the learning process in this course will be our class discussions. The amount you learn in this course will be a direct function of your contribution to these discussions. Failure to actively and regularly participate in class discussions will lower this part of your course grade.

Academic Integrity:

Attendance: In and of itself, attendance is not a component of your grade, however attendance will be documented should any grade disputes arise. Furthermore, not being present in class precludes participation in class discussions and excessive absences will adversely affect that portion of your grade. Any missed exams or late assignments will generally be given a grade of 0. Documented illnesses, family emergencies and religious observances will be excused. Other reasons will be evaluated on a case-by-case basis.

Cheating/Plagiarism: Plagiarism and cheating of any kind on an examination, research paper or assignment will result at least in an F for that assignment (and may, depending on the severity of the case, lead to an F for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

In the assignments and paper, remember that failure to cite any ideas that are not your own is plagiarism, and tantamount to cheating.

Disabilities and Handicaps: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Commonality within Cultural Diversity Experienced through Theater

THE 5XXX

COURSE DESCRIPTION:

To introduce the universal ideas, images, and myths that inspired the work of diverse theatre artists. The course will look specifically at the cultures that have yielded significant plays/playwrights from the 1950's to the end of the twentieth century. We will define, discuss, and analyze common themes within the text.

COURSE GOALS- OVERARCHING GOALS FOR THE COURSE:

- To explore various cultures through theatre
 - To understand how and why plays can represent/speak for a culture/group
 - To be exposed to various ideas, values and challenges of other cultures/groups
 - To gain a respect for the theatre in its role/representation of various cultures and values
 - Awareness
 - Tolerance
-

OBJECTIVES- STUDENTS SHOULD BE ABLE TO:

- Identify the important role theatre plays in supporting diverse communities
 - Identify characteristics, challenges, stereotypes of various cultures
 - Comment with respect and knowledge on diverse plays and the communities they represent
 - Develop an open-minded thought process that allows intelligent conversation to transpire among people with different ideas.
 - Appreciate various types of plays and the playwrights inspiration in creating these works
-

REQUIRED READING:

- ***Winnetou's Snake Oil Show From Wigwam City*** – Spiderwoman Theater
- ***Two Trains Running*** – August Wilson
- ***Tea*** – Velina Hasu Houston
- ***The Vagina Monologues*** – Eve Ensler
- ***Stop Kiss*** – Diana Son

- **Zoot Suit** – Louis Valdez

GRADING:

Grades are based on the university plus/minus system. There are a total of 300 pts. possible. To figure grade at any point, proceed with the following:

1. Total the number of points earned
2. Divide by the amount of points that are possible (at that particular point)
3. This will provide you with a number
4. Check the following chart:

A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
C+	2.5	77-79
C	2.00	73-76
C-	1.75	70-72
D+	1.25	67-69
D	1.00	63-66
D-	0.75	60-62
F	0.00	59-0

ASSIGNMENTS:

Midterm- 50pts

Final- 50pts

Posts- 50pts

Interview- 100pts

Crash essay/participation post- 50pts

Graduate Student Requirements

Required reading of following plays: *Winnetou's Snake Oil Show From Wigwam City*, *Spiderwoman Theater*, *Two Trains Running*, *August Wilson, Tea*, *Velina Hasu Houston* (within

a collection titled *Unbroken Threads, The Vagina Monologues*, Eve Ensler, *Stop Kiss*, Diana Son, *Zoot Suit*, Louis Valdez.

Crossing Cultural Borders Through the Actor's Work, Foreign Bodies of Knowledge, 2008: 194pp, Hb: 978-0-415-98887-2

Theatre at the Crossroads of Culture, Patrice Pavis, 1991: 228pp, Pb: 978-0-415-06038-7, eBook: 987-0-203-35933-4

Midterm based on module information and reading assignments.

Personal interview (of a personal from a different culture) using specific questions and format included in guidelines module.

Module posts (details in each post)

Final

Crash essay and participation post. Students will be required to rent the movie and create an essay according to module guidelines.

One paper based on text information, details in module

Each student will be expected to keep an online journal of the course, text, as well as personal and online discoveries throughout the course.

One required chat/discussion. For students on the main UCF campus, students will meet with instructor on a specific time for an on campus (face to face) discussion. Out of state students will sign-up for a separate time to use UCF Web-course chat feature. Students will be provided topics for discussion prior to scheduled date and will be expected to have organized specific ideas.

CLASS NOTES:

- This syllabus is subject to change at the discretion of the instructor
 - Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida's student handbook.
 - Any student in this course who has a disability that may prevent him or her from fully demonstrating her/his abilities should contact Student Disabilities at UCF
 - There are plays and materials that may express adult/controversial themes, as well as, adult/strong language.
 - Assignments must meet deadlines, no late work
 - Please allow 48 hours for an E-mail response
 - Disagreeing is allowed, disrespect will not be tolerated!
-

Schedule:

Week 1 & 2 (module1) (Due Date: 1/30/09)

- Get to know the online experience (if new to online courses)
- ADA
- Introduction
- 10pt. post

Week 3 & 4 (module 2) (Due Date: 2/13/09)

- Native American
- Interview guidelines
- Information on required movie rental

Week 5 (module 3) (Due Date: 2/20/09)

- African American
- 10pt. post

Week 6 & 7 (module 4) (Due Date: 3/20/09)

- Asian American
- Midterm
- 10pt. post

Week 8 (module 5) (Due Date: 3/27/09)

- Women and theatre
- 10pt. post

Week 9 & 10 (module 6) (Due Date: 4/10/09)

- Gay and Lesbian
- Interview due

Week 11 (module 7) (Due Date: 4/17/09)

- Hispanic
- 10pt. post

Week 12 (module 8) (Due Date: 4/24/09)

- Crash post

Week 13 (& 14 if time allows, TBA)

- Final (Due Date: 4/28/09)

Commonality within Cultural Diversity Experienced through Theater

THE 4XXX

COURSE DESCRIPTION:

To introduce the universal ideas, images, and myths that inspired the work of diverse theatre artists. The course will look specifically at the cultures that have yielded significant plays/playwrights from the 1950's to the end of the twentieth century. We will define, discuss, and analyze common themes within the text.

COURSE GOALS- OVERARCHING GOALS FOR THE COURSE:

- To explore various cultures through theatre
 - To understand how and why plays can represent/speak for a culture/group
 - To be exposed to various ideas, values and challenges of other cultures/groups
 - To gain a respect for the theatre in its role/representation of various cultures and values
 - Awareness
 - Tolerance
-

OBJECTIVES- STUDENTS SHOULD BE ABLE TO:

- Identify the important role theatre plays in supporting diverse communities
 - Identify characteristics, challenges, stereotypes of various cultures
 - Comment with respect and knowledge on diverse plays and the communities they represent
 - Develop an open-minded thought process that allows intelligent conversation to transpire among people with different ideas.
 - Appreciate various types of plays and the playwrights inspiration in creating these works
-

REQUIRED READING:

- ***Winnetou's Snake Oil Show From Wigwam City*** – Spiderwoman Theater
- ***Two Trains Running*** – August Wilson
- ***Tea*** – Velina Hasu Houston
- ***The Vagina Monologues*** – Eve Ensler
- ***Stop Kiss*** – Diana Son

- **Zoot Suit** – Louis Valdez

GRADING:

Grades are based on the university plus/minus system. There are a total of 300 pts. possible. To figure grade at any point, proceed with the following:

1. Total the number of points earned
2. Divide by the amount of points that are possible (at that particular point)
3. This will provide you with a number
4. Check the following chart:

A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
C+	2.5	77-79
C	2.00	73-76
C-	1.75	70-72
D+	1.25	67-69
D	1.00	63-66
D-	0.75	60-62
F	0.00	59-0

ASSIGNMENTS:

Midterm- 50pts

Final- 50pts

Posts- 50pts

Interview- 100pts

Crash essay/participation post- 50pts

CLASS NOTES:

- This syllabus is subject to change at the discretion of the instructor
- Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida's student handbook.

- Any student in this course who has a disability that may prevent him or her from fully demonstrating her/his abilities should contact Student Disabilities at UCF
 - There are plays and materials that may express adult/controversial themes, as well as, adult/strong language.
 - Assignments must meet deadlines, no late work
 - Please allow 48 hours for an E-mail response
 - Disagreeing is allowed, disrespect will not be tolerated!
-

Schedule:

Week 1 & 2 (module1) (Due Date: 1/30/09)

- Get to know the online experience (if new to online courses)
- ADA
- Introduction
- 10pt. post

Week 3 & 4 (module 2) (Due Date: 2/13/09)

- Native American
- Interview guidelines
- Information on required movie rental

Week 5 (module 3) (Due Date: 2/20/09)

- African American
- 10pt. post

Week 6 & 7 (module 4) (Due Date: 3/20/09)

- Asian American
- Midterm
- 10pt. post

Week 8 (module 5) (Due Date: 3/27/09)

- Women and theatre
- 10pt. post

Week 9 & 10 (module 6) (Due Date: 4/10/09)

- Gay and Lesbian
- Interview due

Week 11 (module 7) (Due Date: 4/17/09)

- Hispanic
- 10pt. post

Week 12 (module 8) (Due Date: 4/24/09)

- Crash post

Week 13 (& 14 if time allows, TBA)

- Final (Due Date: 4/28/09)

Global Theatre

THE 5XXX

Syllabus

Course Description:

Theatrical arts and traditions of various countries with an emphasis on non-western cultures. Students will examine traditions from around the globe. Particular emphasis is placed upon popular theatre and various forms of contemporary performance.

Course goals-overarching goals for the course:

- To gain a respect for the theatre in its role/representation of various cultures and their values.
 - To gain exposure to various types of theatre and cultures.
 - To experience the ability of plays to voice various cultural ideas and values.
 - To experience what various cultures have to offer the world of theatre
-

Objectives-students should be able to:

- To identify the important role theatre plays in representing various cultures.
 - Appreciate various types of theatre and how they represent a certain culture.
 - Gain an understanding of social and political issues expressed through theatre.
 - Be able to develop opinions and express in writing your feelings on a piece of theatrical work.
 - Make connections between a culture and its theatre.
-

Required Reading:

- Compact edition of *The Longman Anthology of Drama and Theater, A Global Perspective* by Michael L. Greenwald, Roger Schultz, Roberto D. Pomo ISBN:0-321-08898-0
 - Various reading assignments, available through assigned links
-

Grading:

- Grades will be based on the University plus/minus system.

- To determine grade: total your number of points, divide by the amount of pts. that are possible, take the number and check the following:

Letter Grade	Grade Points	Grade Percentage
A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
C+	2.50	77-79
C	2.00	73-76
C-	1.75	70-72
D+	1.25	67-69
D	1.00	63-66
D-	0.75	60-62
F	0.00	0-59

Assignments:

Assignment	Points
Review UCF Online, take quiz, make post	20pts
Midterm	50pts
Test II	50pts
Five discussion posts (this includes the 1st listed)	each 20pts
Final paper	100pts
One puzzle	50pts
One interview response	50pts
Points Possible	400pts

Class Notes:

- This syllabus is subject to change at the discretion of the instructor
- Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida's student handbook. See <http://www.ucf.edu/goldenrule/> for further details.
- Any student in this course who has a disability that may prevent him or her from fully demonstrating her or his abilities should contact UCF'S Student Disabilities.
- There are plays and materials that may express adult or controversial themes, as well as, adult/strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.
- Assignments must meet deadlines.
- No extensions
- Please allow 48 hours for a response to email
- Check instructor announcements daily

Graduate Student Requirements

Required Reading: Compact edition of The Longman Anthology of Drama and Theater, A Global Perspective by Greenwald, Schultz, Pomo. ISBN: 0-321-08898-0

Site-Specific Art, Performance, Place and Documentation, Nick Kaye, 2005: 256pp, Pb: 978-0-415-18559-2, eBook: 978-0-203-13829-8

Various online essays listed throughout online modules

Midterm based on module information and reading

One puzzle, download from module

Final, essays on required text, guided questions provided prior to test.

One paper, details on requirements in paper module

Five discussion posts, specific requirements listed with post directions

Each student will be expected to keep an online journal of the course, as well as personal discoveries

One required chat/discussion. For students on the main UCF campus, students will meet with instructor on a specific date and time on campus for the discussion. Out of area or out of state students will sign-up for a separate time to use UCF Web-course chat feature. Students will be provided topics for discussion prior to scheduled date and will be expected to have organized and specific ideas.

Course Schedule

Week 1: (please note "closes" are the due dates and the post will be locked)

All information is subject to change by the instructor and will be posted in the instructor announcements. You are responsible for changes.

- Visit UCF Online and take quiz
- Become familiar with the syllabus, protocols
- Obtain and look through text (books have been ordered, please see bookstore manager with problems or concern)
- **Print out paper guidelines from module five. Paper will be due 10/23/08. Do Not wait until mod. 5 to turn in the paper, you will receive 0 points.**
- Print this schedule and place the due dates in your personal planner.

Week 2: (closes 9/12/08)

- Module One:
- Text preface
- CH 1&2
- Post #1
- **Print out puzzle requirements in module seven. Puzzle is due 11/21/08 10AM.**

Week 3: (closes 9/12/08)

- Module Two:
- Text appendix A & B
- Post # 2

Week 4: (closes 9/19/08)

- Module Three:
- Theatre of Asia
- Post # 3

Week 5: (closes 9/26/08)

- Module Four:
- Final Paper Guidelines (**Paper is due 10/23/08 by 10:00 AM**)
- Midterm worth 50 points (Due: 10/24/08) !!!!!!!!

Week 6 and 7: (closes 10/3/08)

- Module 5:
- Theatre of Africa
- Interview
- Interview Response, worth 50 points (due: 11/7/08)

Week 8 and 9: (closes 10/08)

- Module Six:
- Latin Theatre
- Post

Week 10: (closes 11/14/08)

- Module Seven:
- Theatre of Russia
- Post # 4
- Puzzle requirements (puzzle due: 11/21/08)

Week 11: (closes 11/21/08)

- Puzzle due!

Week 12: (closes 11/22/08)

- review all material

Week 13 and 14: (closes 12/8/08)

- **Final:** Closes/due: 12/8/08!!!!!!!!!!!!!!

Follow the specific due dates. A general outline of weeks is on this schedule to help you organize your time and distribute your work throughout the semester. The weeks are not due dates, the due dates are the deadlines.

You are required to complete work before the deadlines. This means I will not extend deadlines for: "I was out of town", "I attended a funeral", "My computer was down", "I was going to wait until this weekend to do everything, but _____ happened"

Work ahead and stay on top of deadlines!

Protocols

Classroom Expectations:

The following ground rules will help your work in this course to go smoothly. Please carefully review the expectations:

- Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.
- Don't turn in late assignments. Late submissions will not be accepted.
- Keep up with the reading. Please read entire module, not just assignment. Students that keep up with the reading tend to do much better in this kind of course than those who do not.
- Don't miss a quiz. Missed quizzes may not be retaken.
- Communicate with others.

E-mail:

Email will be an integral part of this course, please note the following:

- Check email and instructor announcements daily
- Please be patient. Don't expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a response.
- Include "subject" headings and your initials: use something that is descriptive and refer to a particular assignment or topic.
- Be courteous and considerate. Being honest and expressing yourself freely is very important, however, is it important to be considerate of different points of view.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face to face communication.
- Please do not use all caps. This makes the message very difficult to read and is "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
- Break-up large blocks of text into paragraphs and use a space between paragraphs.
- Sign you e-mail messages.
- Never assume that your e-mail can be read by no one except yourself; others may be able to read or access you mail. Never send or keep anything that you would not mind seeing on the evening news.

Note: Please review the Netiquette and viruses section below.

Discussion Topic:

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

- During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than discussions (see above E-mail Protocols).
- Use the appropriate Discussion Topic; don't post everything on the "Main" discussion post.
- Be patient. Don't expect an immediate response when you send a message.
- A helpful hint for use with both discussions and e-mail- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in discussions
- Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Please respect each other's ideas, feelings and experiences.
- Be courteous and considerate. It is important to be honest and express yourself freely, however, being considerate of others is expected.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

- Use the “reply” button rather than the “compose” button if you are replying to someone else’s posting.
- Do not use postings such as “I agree”, “I don’t know either”, “Who cares”, or “ditto” They do not add to the discussion, take up space on the discussions, and will not be counted for assignment post credit.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the Technical Discussion topics for particular discussion- pay close attention to the assignment, and post appropriately.

Note: Review the Netiquette, Viruses and Technical Resources sections below.

Netiquette:

“Netiquette” has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. “Emotions” and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased

:-(= sad, displeased

:-o = surprised

>:l = angry

Abbreviate when possible. Examples:

- LOL= laugh our loud, “I find this funny”
- ROFL= rolling on floor laughing, really funny
- BTW= by the way
- *grin*= smiling
- IMHO= in my humble opinion
- FYI= for your information
- Flame= antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

You can learn more about Netiquette and electronic communication by viewing the Pegasus Disc CD-ROM or by visiting Learning Online.

Viruses:

A virus can spell disaster. Use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton)

Also, back up your files: “My hard drive crashed”, “My Modem doesn’t work”, “My printer is out of ink”- These are today’s equivalents of “My dog ate my homework”

Yes, situations occur and they are inconvenient. However, these are not valid excuses for failing to get your work in on time.

Technical Resources:

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources- <http://www.ucf.edu>
 - Pegasus- <http://helpdesk.ucf.edu/>- you can also call the helpdesk at 407-823-5117
 - Learning Online- <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.
 - Buying a new computer or upgrading your current equipment- <http://www.cstore.ucf.edu/>
 - Hardware/Software Requirements- <http://learn.ucf.edu/1courses/1technical.html>
 - Virus information- <http://learn.ucf.edu/1course/1viruses.html>
 - Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor the forum and assist your classmates.
 - If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers internet access.
-

Global Theatre

THE 4XXX

Syllabus

Course Description:

Theatrical arts and traditions of various countries with an emphasis on non-western cultures. Students will examine traditions from around the globe. Particular emphasis is placed upon popular theatre and various forms of contemporary performance.

Course goals-overarching goals for the course:

- To gain a respect for the theatre in its role/representation of various cultures and their values.
 - To gain exposure to various types of theatre and cultures.
 - To experience the ability of plays to voice various cultural ideas and values.
 - To experience what various cultures have to offer the world of theatre
-

Objectives-students should be able to:

- To identify the important role theatre plays in representing various cultures.
 - Appreciate various types of theatre and how they represent a certain culture.
 - Gain an understanding of social and political issues expressed through theatre.
 - Be able to develop opinions and express in writing your feelings on a piece of theatrical work.
 - Make connections between a culture and its theatre.
-

Required Reading:

- Compact edition of *The Longman Anthology of Drama and Theater, A Global Perspective* by Michael L. Greenwald, Roger Schultz, Roberto D. Pomo ISBN:0-321-08898-0
 - Various reading assignments, available through assigned links
-

Grading:

- Grades will be based on the University plus/minus system.

- To determine grade: total your number of points, divide by the amount of pts. that are possible, take the number and check the following:

Letter Grade	Grade Points	Grade Percentage
A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
C+	2.50	77-79
C	2.00	73-76
C-	1.75	70-72
D+	1.25	67-69
D	1.00	63-66
D-	0.75	60-62
F	0.00	0-59

Assignments:

Assignment	Points
Review UCF Online, take quiz, make post	20pts
Midterm	50pts
Test II	50pts
Five discussion posts (this includes the 1st listed)	each 20pts
Final paper	100pts
One puzzle	50pts
One interview response	50pts
Points Possible	400pts

Class Notes:

- This syllabus is subject to change at the discretion of the instructor
 - Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida's student handbook. See <http://www.ucf.edu/goldenrule/> for further details.
 - Any student in this course who has a disability that may prevent him or her from fully demonstrating her or his abilities should contact UCF'S Student Disabilities.
 - There are plays and materials that may express adult or controversial themes, as well as, adult/strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.
 - Assignments must meet deadlines.
 - No extensions
 - Please allow 48 hours for a response to email
 - Check instructor announcements daily
-

Course Schedule

Week 1: (please note "closes" are the due dates and the post will be locked)

All information is subject to change by the instructor and will be posted in the instructor announcements. You are responsible for changes.

- Visit UCF Online and take quiz
- Become familiar with the syllabus, protocols
- Obtain and look through text (books have been ordered, please see bookstore manager with problems or concern)
- **Print out paper guidelines from module five. Paper will be due 10/23/08. Do Not wait until mod. 5 to turn in the paper, you will receive 0 points.**
- Print this schedule and place the due dates in your personal planner.

Week 2: (closes 9/12/08)

- Module One:
- Text preface
- CH 1&2
- Post #1
- **Print out puzzle requirements in module seven. Puzzle is due 11/21/08 10AM.**

Week 3: (closes 9/12/08)

- Module Two:
- Text appendix A & B
- Post # 2

Week 4: (closes 9/19/08)

- Module Three:
- Theatre of Asia

- Post # 3

Week 5: (closes 9/26/08)

- Module Four:
- Final Paper Guidelines (**Paper is due 10/23/08 by 10:00 AM**)
- Midterm worth 50 points (Due: 10/24/08) !!!!!!!!!

Week 6 and 7: (closes 10/3/08)

- Module 5:
- Theatre of Africa
- Interview
- Interview Response, worth 50 points (due: 11/7/08)

Week 8 and 9: (closes 10/08)

- Module Six:
- Latin Theatre
- Post

Week 10: (closes 11/14/08)

- Module Seven:
- Theatre of Russia
- Post # 4
- Puzzle requirements (puzzle due: 11/21/08)

Week 11: (closes 11/21/08)

- Puzzle due!

Week 12: (closes 11/22/08)

- review all material

Week 13 and 14: (closes 12/8/08)

- **Final:** Closes/due: 12/8/08!!!!!!!!!!!!!!

Follow the specific due dates. A general outline of weeks is on this schedule to help you organize your time and distribute your work throughout the semester. The weeks are not due dates, the due dates are the deadlines.

You are required to complete work before the deadlines. This means I will not extend deadlines for: "I was out of town", "I attended a funeral", "My computer was down", "I was going to wait until this weekend to do everything, but _____ happened"

Work ahead and stay on top of deadlines!

Protocols

Classroom Expectations:

The following ground rules will help your work in this course to go smoothly. Please carefully review the expectations:

- Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.
 - Don't turn in late assignments. Late submissions will not be accepted.
 - Keep up with the reading. Please read entire module, not just assignment. Students that keep up with the reading tend to do much better in this kind of course than those who do not.
 - Don't miss a quiz. Missed quizzes may not be retaken.
 - Communicate with others.
-

E-mail:

Email will be an integral part of this course, please note the following:

- Check email and instructor announcements daily
- Please be patient. Don't expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a response.
- Include "subject" headings and your initials: use something that is descriptive and refer to a particular assignment or topic.
- Be courteous and considerate. Being honest and expressing yourself freely is very important, however, is it important to be considerate of different points of view.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face to face communication.
- Please do not use all caps. This makes the message very difficult to read and is "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
- Break-up large blocks of text into paragraphs and use a space between paragraphs.
- Sign you e-mail messages.
- Never assume that your e-mail can be read by no one except yourself; others may be able to read or access you mail. Never send or keep anything that you would not mind seeing on the evening news.

Note: Please review the Netiquette and viruses section below.

Discussion Topic:

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

- During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than discussions (see above E-mail Protocols).
- Use the appropriate Discussion Topic; don't post everything on the "Main" discussion post.
- Be patient. Don't expect an immediate response when you send a message.
- A helpful hint for use with both discussions and e-mail- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in discussions
- Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Please respect each other's ideas, feelings and experiences.
- Be courteous and considerate. It is important to be honest and express yourself freely, however, being considerate of others is expected.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not use postings such as "I agree", "I don't know either", "Who cares", or "ditto" They do not add to the discussion, take up space on the discussions, and will not be counted for assignment post credit.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the Technical Discussion topics for particular discussion- pay close attention to the assignment, and post appropriately.

Note: Review the Netiquette, Viruses and Technical Resources sections below.

Netiquette:

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emotions" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased
 :-(= sad, displeased
 :-o = surprised
 >:| = angry

Abbreviate when possible. Examples:

- LOL= laugh our loud, "I find this funny"
- ROFL= rolling on floor laughing, really funny
- BTW= by the way
- *grin*= smiling
- IMHO= in my humble opinion
- FYI= for your information

- Flame= antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is all of the “cute” symbols in the world cannot replace your careful choice of words and “tone” in your communication.

You can learn more about Netiquette and electronic communication by viewing the Pegasus Disc CD-ROM or by visiting Learning Online.

Viruses:

A virus can spell disaster. Use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton)

Also, back up your files: “My hard drive crashed”, “My Modem doesn’t work”, “My printer is out of ink”- These are today’s equivalents of “My dog ate my homework”
Yes, situations occur and they are inconvenient. However, these are not valid excuses for failing to get your work in on time.

Technical Resources:

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources- <http://www.ucf.edu>
 - Pegasus- <http://helpdesk.ucf.edu/>- you can also call the helpdesk at 407-823-5117
 - Learning Online- <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.
 - Buying a new computer or upgrading your current equipment- <http://www.cstore.ucf.edu/>
 - Hardware/Software Requirements- <http://learn.ucf.edu/1courses/1technical.html>
 - Virus information- <http://learn.ucf.edu/1course/1viruses.html>
 - Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor the forum and assist your classmates.
 - If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers internet access.
-

Theatre for Social Change

THE 5XXX

Course Description

- PR: Grade of C (2.0) or better in ENG 1101
- A study of radical street performance and the impact on the individual, as well as society. We will examine case studies from the following: agit-prop, invisible theatre, demonstrations, rallies, direct action, puppetry, parades, pageants, performance art, guerrilla theatres and circuses- in an effort to an understanding of its full impact.

Course Goals

(overarching goals for the course)

- Researching and using case studies that have served as the impetus for social change, in some cases, history
- Understanding aspects of actual performance that works in a public (street) venue
- To contemplate the meaning and create a personal point of view on the meaning of radical street performance
- To gain a sense of the emotional impact and effectiveness of radical street theatre within a community
- An awareness of the historical progression of radical street theatre
- Identify some of the most radical, popular, groups and individuals in radical street performance
- To develop an awareness of theatre's impact on society
- To become aware of the power an individual can have within their community and other communities in need
- Understand the importance of radical social and political change

Objectives

Students should be able to:

- Utilize theatre as a means of social and political change
- Effectively articulate their personal point of view on radical street performance
- Will understand the evolution of radical street theatre

- Will be able to create an engaging mini/scene script of a radical street performance that will address an issue of concern
- Will be inspired by theatre and theatre artists
- Will have an understanding of the impact artists have on social, as well as political issues
- Will question norms of our justice system and communities
- Effectively research on case studies involving radical performance
- Understand the emotional impact of theatre
- Will be able to discuss specific groups, as well as individuals who have made a significant contribution to radical street theatre
- Will be able to identify various types of radical street performance
- Will increase the awareness of special needs in a social or political situation
- Will effectively create discussions on political and social issues

Required Reading

- *Radical street performance, an international anthology*, edited by Jan Cohen-Cruz, Routledge – London and New York, ISBN: 0-415-15231-3
- Various online sources assigned in modules throughout the course

Grading

- The University of Central Florida's plus/minus system
- To calculate your grade- divide your number of points earned and divide them by the number of points possible

Graduate Student Requirements

Required Reading: Radical Street Performance, an international anthology, edited by Jan Cohen-Cruz, Routledge- London and New York, ISBN: 0-415-15231-3

Electoral Guerilla Theatre, Radical Ridicule and Social Movements, L.M. Bogad, 2005, 248pp, Pb: 978-0-415-33225-5, eBook: 978-0-203-40103-3

Legislative Theatre, Using Performance to Make Politics, Augusto Boal, 1998: 272pp, Pb: 978-415-18241-6, eBook: 987-0-203-98489-5

The Aesthetics of the Oppressed, Augusto Boal, Translated by Adrian Jackson, 2006: 144pp, Pb: 978-0-415-37177-3.

Various online essays assigned throughout.

100 for 10 module posts worth 10 pts. each, requirements listed within modules.

50 pts. for 1 play response, play of your choice, focus on political or social issues. Guidelines will be posted.

One midterm, mini scene script of radical street performance

Two case study outlines

Final, essays on required texts

One required chat/discussion. For students on the main UCF campus, students will meet with instructor on a specific date and time on campus for the discussion. Out of state students will sign-up for a separate time to use UCF Web-course chat feature. Students will be provided topics for discussion prior to scheduled date and will be expected to have organized and specific ideas.

Each student will be expected to keep an online journal of the course, as well as personal discoveries.

Academic Behavior Standards

- See The University of Central Florida website for the Golden Rule

Caution

- Late assignments will not receive credit
- Incompletes will not be given
- Material may express adult or controversial themes, as well as strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.
- This syllabus is subject to change at the discretion of the instructor
- All assignments must be placed in the correct location or receive 0 points
- Students that wait until the last few days to post, will not be excused from deadlines if they are faced with a life situation. Life situations include, but are not limited to: weddings, funerals, marriages, holidays, births or personal tragedy

Course Requirements/Assignments

1. 50 points for 10 posts worth 5 points each

2. 50 points for 1 play response (play of your choice, with political or social Issues)
3. 75 points for one midterm, mini/scene script of your created radical Street performance
4. 25 points for 1 case study outline
5. 100 points for 1 final – multiple response

Reading assignments of text and links listed throughout

Schedule

Date	Week	Assignments
January:		
7 th	First Day of Class for Spring 2009	
11 th – 17 th	1st Full WK	
18 th – 24 th	Week 2	post # 1 & 2 due
25 th – 31 st	Week 3	post # 3 due
February:		
1 st – 7 th	Week 4	Play Response Due
8 th – 14 th	Week 5	post # 4 due
15 th – 21 st	Week 6	
22 nd – 28 th	Week 7	post # 5 & 6 due
March:		
1 st – 7 th	Week 8	Midterm Due, mini/scene script project (post # 7 due)
	Week 9	Spring Break
15 th – 21 st	Week 10	
22 nd – 28 th	Week 11	post # 8 due
29 th – 4/4	Week 12	
April:		
5 th – 11 th	Week 13	Case Study Outline Due at 11:55 PM & post 9 due
12 th – 18 th	Week 14	post # 10 due
19 th – 25 th	Week 15	

4/27/09 Last day of class

4/28/09 Final Exam closes at 11:55 PM

NOTE: All due date times are at 11:55 PM

Protocols

Expectations:

- Please maintain a professional attitude, includes but not limited to the following: respect, courtesy, consideration, honesty, an open mind, full participation, interaction, patience and a sense of humor
- Follow our schedule and meet all deadlines
- Do not request personal exceptions
- If necessary, please contact UCF Student Disabilities ASAP, do not wait until the course is over or an assignment is due

E-mail:

- Check e-mail at least every 48 hours
- When composing, be clear, specific and to the point
- Sign all e-mail message
- Do not use all caps
- Check spelling, grammar and punctuation
- No disrespectful notes
- Visit UCF Online and become familiar with the contents
- Always include your last name in the subject line
- Allow 48 hours for a replay

Discussion Protocols:

- Always use a professional tone
- Always check the discussion topic
- Be clear, specific and always use details
- No personal E-mails, such as setting up personal meetings
- Use the "reply" button rather than the "compose" button, if replying to another post
- Avoid the following: "I agree", "I don't know either", "ditto", "who cares"
- Do not use all caps
- Try to avoid posting large blocks of text, if necessary, break them into paragraphs and use a space between paragraphs

Back up you files:

- Excuses will not be accepted, including but not limited to: "My hard drive crashed", "My modem doesn't work", "I have been out of town", "I didn't have a computer available"
- Computer labs are available on the UCF Campus, as well as virtually every community library
- Free wireless access is available at some community businesses

Theatre for Social Change

THE 4XXX

Course Description

- PR: Grade of C (2.0) or better in ENG 1101
- A study of radical street performance and the impact on the individual, as well as society. We will examine case studies from the following: agit-prop, invisible theatre, demonstrations, rallies, direct action, puppetry, parades, pageants, performance art, guerrilla theatres and circuses- in an effort to an understanding of its full impact.

Course Goals

(overarching goals for the course)

- Researching and using case studies that have served as the impetus for social change, in some cases, history
- Understanding aspects of actual performance that works in a public (street) venue
- To contemplate the meaning and create a personal point of view on the meaning of radical street performance
- To gain a sense of the emotional impact and effectiveness of radical street theatre within a community
- An awareness of the historical progression of radical street theatre
- Identify some of the most radical, popular, groups and individuals in radical street performance
- To develop an awareness of theatre's impact on society
- To become aware of the power an individual can have within their community and other communities in need
- Understand the importance of radical social and political change

Objectives

Students should be able to:

- Utilize theatre as a means of social and political change
- Effectively articulate their personal point of view on radical street performance
- Will understand the evolution of radical street theatre

- Will be able to create an engaging mini/scene script of a radical street performance that will address an issue of concern
- Will be inspired by theatre and theatre artists
- Will have an understanding of the impact artists have on social, as well as political issues
- Will question norms of our justice system and communities
- Effectively research on case studies involving radical performance
- Understand the emotional impact of theatre
- Will be able to discuss specific groups, as well as individuals who have made a significant contribution to radical street theatre
- Will be able to identify various types of radical street performance
- Will increase the awareness of special needs in a social or political situation
- Will effectively create discussions on political and social issues

Required Reading

- *Radical street performance, an international anthology*, edited by Jan Cohen-Cruz, Routledge – London and New York, ISBN: 0-415-15231-3
- Various online sources assigned in modules throughout the course

Grading

- The University of Central Florida's plus/minus system
- To calculate your grade- divide your number of points earned and divide them by the number of points possible

Academic Behavior Standards

- See The University of Central Florida website for the Golden Rule

Caution

- Late assignments will not receive credit
- Incompletes will not be given
- Material may express adult or controversial themes, as well as strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.
- This syllabus is subject to change at the discretion of the instructor
- All assignments must be placed in the correct location or receive 0 points

- Students that wait until the last few days to post, will not be excused from deadlines if they are faced with a life situation. Life situations include, but are not limited to: weddings, funerals, marriages, holidays, births or personal tragedy

Course Requirements/Assignments

1. 50 points for 10 posts worth 5 points each
2. 50 points for 1 play response (play of your choice, with political or social Issues)
3. 75 points for one midterm, mini/scene script of your created radical Street performance
4. 25 points for 1 case study outline
5. 100 points for 1 final – multiple response

Reading assignments of text and links listed throughout

Schedule

Date	Week	Assignments
January:		
7 th	First Day of Class for Spring 2009	
11 th – 17 th	1st Full WK	
18 th – 24 th	Week 2	post # 1 & 2 due
25 th – 31 st	Week 3	post # 3 due
February:		
1 st – 7 th	Week 4	Play Response Due
8 th – 14 th	Week 5	post # 4 due
15 th – 21 st	Week 6	
22 nd – 28 th	Week 7	post # 5 & 6 due
March:		
1 st – 7 th	Week 8	Midterm Due, mini/scene script project (post # 7 due)
	Week 9	Spring Break
15 th – 21 st	Week 10	
22 nd – 28 th	Week 11	post # 8 due
29 th – 4/4	Week 12	
April:		
5 th – 11 th	Week 13	Case Study Outline Due at 11:55 PM & post 9 due
12 th – 18 th	Week 14	post # 10 due
19 th – 25 th	Week 15	

4/27/09 Last day of class

4/28/09 Final Exam closes at 11:55 PM

NOTE: All due date times are at 11:55 PM

Protocols

Expectations:

- Please maintain a professional attitude, includes but not limited to the following: respect, courtesy, consideration, honesty, an open mind, full participation, interaction, patience and a sense of humor
- Follow our schedule and meet all deadlines
- Do not request personal exceptions
- If necessary, please contact UCF Student Disabilities ASAP, do not wait until the course is over or an assignment is due

E-mail:

- Check e-mail at least every 48 hours
- When composing, be clear, specific and to the point
- Sign all e-mail message
- Do not use all caps
- Check spelling, grammar and punctuation
- No disrespectful notes
- Visit UCF Online and become familiar with the contents
- Always include your last name in the subject line
- Allow 48 hours for a replay

Discussion Protocols:

- Always use a professional tone
- Always check the discussion topic
- Be clear, specific and always use details
- No personal E-mails, such as setting up personal meetings
- Use the "reply" button rather than the "compose" button, if replying to another post
- Avoid the following: "I agree", "I don't know either", "ditto", "who cares"
- Do not use all caps

- Try to avoid posting large blocks of text, if necessary, break them into paragraphs and use a space between paragraphs

Back up you files:

- Excuses will not be accepted, including but not limited to: "My hard drive crashed", "My modem doesn't work", "I have been out of town", "I didn't have a computer available"
- Computer labs are available on the UCF Campus, as well as virtually every community library
- Free wireless access is available at some community businesses

**Syllabus: MUL 5XXX : Graduate: String Literature & Pedagogy
3 credits**

Instructor: Dr.
Office: CNH 107
Class location:
Class time:
Office phone: 407-823-6190
Email: yonetani@mail.ucf.edu

OBJECTIVES

- 1. To gain familiarity with and analyze for pedagogical reasons a variety of quality string methods and selected repertoire.**
- 2. To develop a broader based teaching repertoire and to refine a pedagogical approach to all materials touched upon during the semester.**
- 3. To continue our discussion of philosophical similarities and differences in some of the more prominent pedagogies: Suzuki, Rolland, Galamian, etc.**
- 4. To trace from a aural standpoint some of the great traditions of string playing.**
- 5. To gain a historical perspective of the evolution of such genres as the string sonata, concerto, etc.**

Course Description: Literature of this course is designed to introduce graduate string student to a general knowledge of the string literature from the Baroque period to the 20th century. ***Compared with the SL & SP undergraduate class, the course covers some simple analysis.*** The sheer number of great string pieces written by composers makes it impossible for a single semester course to be comprehensive. This course is intended to overview roughly 100 famous pieces, which I consider essential for music major to know about. Historical background, style, genre will be discussed. Class performance of some repertoire is included. It is intended that the class become familiar with most of the major topics you may encounter as you enter the professional world of music. For pedagogy part, Observation is a big part of this class. ***Each student will be required to do a minimum of 3 lesson observation at the community music school, or teachers in the University.*** Please do not inconvenience the teacher. You will make a lesson plan, teach four private lessons to young students at nearby school and make a report/presentation. If you are already teaching private lessons (not your project for class) you can video tape 2 of these and critique them as your observation project. Observations should be anonymous unless by video of self.

Course Materials: There are no required books to purchase for this course other than a notebook. However, you will be making frequent use of library materials: scores, CD and recordings. You will need access to your e-mail, as assignments may be sent by online.

Text and Required materials:

Mimi Zweig: String Pedagogy DVD

Text: The Cambridge Companion to the Violin, Ed. Robin Stowell

Textbook: *Guide to Teaching Strings*, Susan J. Lamb Cook, Pub. McGraw-Hill

ISBN: 0072414227

Recommended Text: String Syllabus (Revised 2003), ASTA

Attendance: Attendance is required. Any unexcused absences beyond three will negatively impact your grade. If you are unable to attend any given session please contact Dr. Yonetani prior to that session.

Grading: Grades will be based upon the following criteria:

1. Written Exams (mid-term, final and quiz) (50%)
2. Class participation and contribution, class performance (25%)
3. **Attendance (5%)**
4. **Teaching report and evaluation (15%)**
5. **Term paper on a topic relevant to string literature. (5%)**

Technology Policies:

Technology	Expectations for Use
E-mail:	I often send message to students via email. Please check email often and acknowledge the receipt or respond
Website: www.yonetani.com	Some class assignments will be posted on this website.

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity I will practice and defend academic and personal honesty.

Scholarship I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity I will use my talents to enrich the human experience.

Excellence I will strive toward the highest standards of performance in any endeavor I undertake.

Syllabus

MUL 4xxx String Literature and Pedagogy 3 cr

Instructor: Dr. Ayako Yonetani

Office: CNH 107

Class Location:

Class Time:

Office Phone: 407-823-6190

Email: yonetani@mail.ucf.edu

Course Description: This course is designed to prepare you for a career in private studio teaching or teaching in a public school, as well as to do graduate work in pedagogy or performance. It is designed to introduce string majors to the literature and pedagogical resources for violin, viola, cello, double bass, and guitar. In Literature session, we will discuss a general knowledge of the string literature from the Baroque period to the 20th century. The sheer number of great string pieces written by composers makes it impossible for a single semester course to be comprehensive. This course is intended to overview roughly 100 famous pieces, which I consider essential to know about. Historical background, style, genre will be discussed. Class performance of some repertoire is included. In pedagogy session, we will examine a wide range of pedagogical approaches and materials in order to better understand the principles involved in teaching stringed instruments. Philosophy and methods for teaching strings will be discussed. It is intended that the class become familiar with most of the major topics you may encounter as you enter the professional world of music.

Course Objectives:

Throughout this course, the students will learn to

- 1) Present a teaching point in several different approaches and demonstrate understanding of teaching principles.
- 2) Select and suggest appropriate solo and technical literature for private students.
- 3) Learn and understand different teaching philosophies.
- 4) Become familiar with 100 famous string pieces.

Course Materials: You will need access to a computer with a CD-ROM, and a program which can play MP# encoded audio files.

Required Reading

MT259.A6446 v.1-14

Applebaum & Roth. *The Way They Play* (1972-84)

MT259.G733

Green, E. *Teaching Stringed Instruments in Classes* (1966)

MT259.K58 1996

Klotman, R. *Teaching Strings*

Recommended Reading and Videos.

Video MT259.L65

Lower Strings (Orchestra!) (1991)

Video MT259.U8

Upper Strings (Orchestra!) (1991)

MT259.Y69

Young, P. *Playing the String Game* (1978)

MT260.R762

Rolland, P. *Teaching of Action in String Playing* (1974)

Video MT260.T4

Rolland, P. *Teaching of Action in String Playing* (1997)

Video MT262.E27 1992

Early Music Education with Suzuki

MT730.C72 1988

The Complete String Guide: Standards, Programs, Purchase, and Maintenance

Attendance: Attendance is required. Any unexcused absences beyond three will negatively impact your grade. If you are unable to attend any given session, please contact the instructor prior to the class.

Grading: Grades will be based upon the following criteria:

1. Attendance (20%)
2. Class participation and contribution (20%)
3. Book reports, written assignments, teaching demonstrations, outside observations reports (30%) No credit for late assignment.
4. Mid-term exam (25%)
5. Final Exam (25%)

Final letter grades will be awarded according to the following chart: A: 93+; A-: 92-1; B+: 90-89; B: 88-83; B-: 82-1; C+: 80-79; C: 78-73; C-: 72-1; D: 70-60; F: 59-0.

Topics: Teaching Philosophies (Suzuki, Rolland, others)

20th century pedagogues

Repertoire

Listening and background of the composers

History and evolution of string pedagogy (Mozart, Galamian, Potter etc.)

Mode of Instruction: The classes will be divided into lecture and student presentations or performance. The class meeting time might be replaced with an off-campus observation assignment.

MUT 5XXX

Twentieth Century Musical Analysis (3 credit hours)

Instructor: Dr. Aaron I. Hilbun

Office Location: 201B Colbourn Hall

email: ahilbun@mail.ucf.edu

Office Hours: by appointment

Course Description:

MUT 5XXX is a graduate course in music theory and analysis that examines the form and structure of contemporary music. This is not a survey course, but a thorough examination of selected compositions by various composers from 1900 to the present.

Prerequisites: Graduate standing in music or C. I.

Course Objectives:

- To gain familiarity with established techniques for understanding and analyzing post-tonal music, including basic set-theory and twelve-tone analysis
- To understand a range of compositional techniques used in western art music over the last century
- ***To read and discuss scholarly articles, and be able to address analytical issues in a coherent and sophisticated way***
- To gain familiarity with various experimental approaches to music over the last century

Required Materials:

- Joseph Straus, *Introduction to Post-Tonal Theory*
- Bryan Simms, *Twentieth Century Music, An Anthology*
- Assigned readings and listening on reserve in the UCF Library

Grading:

Your grade for this course will be weighted as follows:

Weekly assignments	30%
Participation in class discussion	10%
Two exams	30%
Analysis paper	30%

Written assignments: There will be weekly assignments, such as theoretical exercises from the text or analyses of scores. Assignments will not be accepted after the beginning of the first class meeting after the original due date. For example, an assignment due Friday must be turned in Friday, or at the latest, **before** the start of Monday's class. **Due to the leniency of this policy, exceptions will be made only under extraordinary circumstances.**

Class participation: The heart of the learning process in this course will be our class discussions. The amount you learn in this course will be a direct function of your contribution to these discussions. Failure to actively and regularly participate in class discussions will lower this part of your course grade.

Analysis paper: *You are required to turn in an analysis paper (8-10 typewritten pages, excluding the bibliography)* of a composition or part of a composition **not discussed in class**. The instructor must approve all paper topics. Extensions will be granted only under extraordinary circumstances.

I am always available to read drafts and offer suggestions. You may also seek assistance through the University Writing Center in MOD 608.

Academic Integrity:

Attendance: In and of itself, attendance is not a component of your grade, however attendance will be documented should any grade disputes arise. Any missed exams or late assignments will generally be given a grade of 0. Documented illnesses, family emergencies and religious observances will be excused. Other reasons will be evaluated on a case-by-case basis.

Cheating/Plagiarism: Plagiarism and cheating of any kind on an examination, research paper or assignment will result at least in an F for that assignment (and may, depending on the severity of the case, lead to an F for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

In the assignments and paper, remember that failure to cite any ideas that are not your own is plagiarism, and tantamount to cheating.

Disabilities and Handicaps: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

MUT 3571 Fall 2009

Twentieth Century Musical Analysis (3 credit hours)

Instructor: Dr. Aaron I. Hilbun

Office Location: 201B Colbourn Hall

email: ahilbun@mail.ucf.edu

Office Hours: by appointment

Course Description:

MUT 3571 an upper-level course in music theory and analysis that examines the form and structure of contemporary music. This is not a survey course, but a thorough examination of selected compositions by various composers from 1900 to the present.

Prerequisites: MUT 2127 or equivalent

Course Objectives:

- To gain familiarity with established techniques for understanding and analyzing post-tonal music, including basic set-theory and twelve-tone analysis
- To understand a range of compositional techniques used in western art music over the last century
- To gain familiarity with various experimental approaches to music over the last century

Required Materials:

- Joseph Straus, *Introduction to Post-Tonal Theory*
- Bryan Simms, *Twentieth Century Music, An Anthology*
- Assigned readings and listening on reserve in the UCF Library

Grading:

Your grade for this course will be weighted as follows:

Weekly assignments	30%
Participation in class discussion	10%
Two exams	30%
Analysis paper	30%

Written assignments: There will be weekly assignments, such as theoretical exercises from the text or analyses of scores. Assignments will not be accepted after the beginning of the first class meeting after the original due date. For example, an assignment due Friday must be turned in Friday, or at the latest, **before** the start of Monday's class. **Due to the leniency of this policy, exceptions will be made only under extraordinary circumstances.**

Class participation: The heart of the learning process in this course will be our class discussions. The amount you learn in this course will be a direct function of your contribution to these discussions. Failure to actively and regularly participate in class discussions will lower this part of your course grade.

Analysis paper: You are required to turn in an analysis paper (a minimum of five typewritten pages, excluding the bibliography) of a composition or part of a composition **not discussed in class**. The instructor must approve all paper topics. Extensions will be granted only under extraordinary circumstances.

I am always available to read drafts and offer suggestions. You may also seek assistance through the University Writing Center in MOD 608.

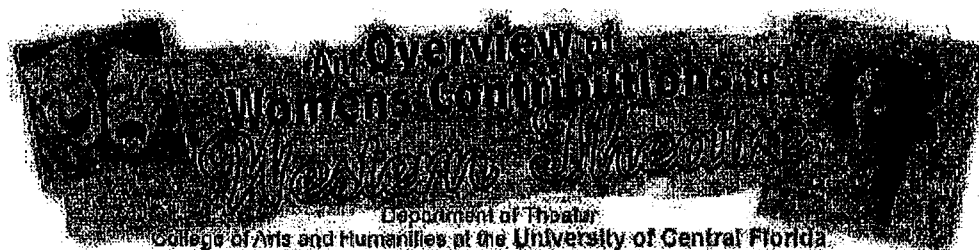
Academic Integrity:

Attendance: In and of itself, attendance is not a component of your grade, however attendance will be documented should any grade disputes arise. Any missed exams or late assignments will generally be given a grade of 0. Documented illnesses, family emergencies and religious observances will be excused. Other reasons will be evaluated on a case-by-case basis.

Cheating/Plagiarism: Plagiarism and cheating of any kind on an examination, research paper or assignment will result at least in an F for that assignment (and may, depending on the severity of the case, lead to an F for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

In the assignments and paper, remember that failure to cite any ideas that are not your own is plagiarism, and tantamount to cheating.

Disabilities and Handicaps: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.



- An Overview of Womens Contributions to Western Theatre
Holly McDonald

THE 5XXX

Syllabus

Instructor Information:

Name:	Holly E. McDonald
E-mail:	hmcdonal@mail.ucf.edu
Class:	UTC 180 (Research Parkway)
Phone Number:	407.310.4670 (cell)
Office Hrs:	T/TH 10-1

Course Description:

- An overview of women's contributions to Western theatre
- THE-0w59 CAH-THEA 3 (3,0)
- PR: Grade of C (2.0) or better in ENC 1101

Course Goals-overarching goals for the course:

- Recognize the importance, value, and development of women in theatre
- Develop a personal point of view on women in theatre
- Provide a basis for an appreciation of women in theatre

Objectives-students should be able to:

- Understand a historical overview of women in Western theatre
- To challenge various points of view on women in theatre
- To inspire support for women in theatre
- To develop an awareness of the important role women have played in the development of theatre

Required :

- *Women In American Theatre*, edited by Helen Krich Chinoy and Linda Walsh Jenkins, Third Edition, ISBN 10: 1-55936-263-4
- One play by a female playwright listed in Chapter 3 of our text. Check this section of our text immediately and obtain your choice through library use. If you decide to purchase the play it is your responsibility to obtain it in time to complete the assignment. This will take some research on your part and is the student's responsibility.
- Required DVD: *Frances* starring Jessica Lange, released in 1982, directed by Graem Clifford, rated R. You may obtain this through a free trial with NETFLIX on the web. It is the students responsibility to obtain, view and complete the required assignment by the due date.
- The resources for the required paper will be the students responsibility and can be obtained from most libraries.
- See and print the schedule for all required due dates
- See module three paper requirements and print immediately
- See module four play selection and post requirements immediately
- See module for video requirements immediately

Grading:

- The UCF Plus/Minus System
- For grade: total earned points divided by the points possible at that time
- 300 points possible

1. one paper worth 100pts.
2. nine posts worth a total of 85pts. (points individually assigned)
3. two tests worth 25 pts. each for a total of 50 points.
4. two quizzes worth a total of 15 points
5. one play assignment worth a total of 50 points

Academic Behavior Standards:

- See The University of Central Florida's web-site

Caution about material:

- Material may express adult or controversial themes, as well as, strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.

Please be aware:

- This syllabus is subject to change at the discretion of the instructor
- All assignments must meet deadlines
- All assignments must be placed in the correct location or receive no points
- Students that wait until the last few days to post, will not be excused from deadlines, if they have a situation.
- Please check for updates or changes in instructor announcements

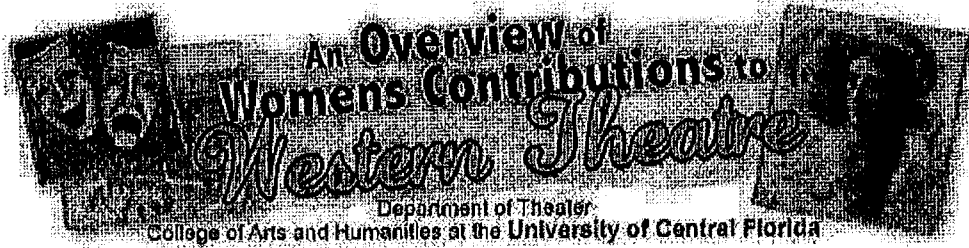
Course Requirements/Assignments:

- One paper
- Nine posts
- Two quizzes
- Two tests

- One text, (*Women In American Theatre*, Chinoy, Jenkins)
- One play, (your choice from ch3 in our text)

[Course Home](#)

This page was last updated on 9.2.09
Pages are maintained by [Holly McDonald](#) and the
[Techrangers at Course Development & Web Services, IT&R.](#)
Intellectual content © Copyright 2008, [Holly McDonald](#)
All other content © Copyright 2008, [University of Central Florida](#)



An Overview of Womens Contributions to Western Theatre
Holly McDonald

Course Schedule:

(required reading listed in modules)

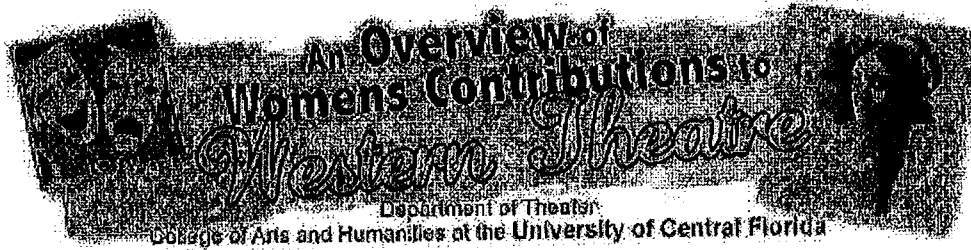
Please check paper guidelines in module 3 prior to deadline.

	Post	Due Date
	post 1 and 2	9.25.09
	post 3	10.2.09
	post 4	10.16.09
	post 5	10.23.09
	post 6 and 7	11.6.09
	post 8 and test 1	11.25.09
	50 point play post	12.04.09
	post 9	12.06.09
	Final , test 2	12.08.09

Plan ahead, deadlines will not be extended.

Course Home

This page was last updated on 9.1.09
 Pages are maintained by Holly McDonald and the
 Techrangers at Course Development & Web Services, IT&R.
 Intellectual content © Copyright 2008, Holly McDonald



Overview of Womens Contributions to Western Theatre
Holly McDonald

Protocols

Expectations:

- Please maintain a professional attitude, includes but not limited to the following: respect, courtesy, consideration, honesty, an open mind, full participation, interaction, patience and a sense of humor.
- Follow our schedule and meet all deadlines
- Do not request that personal exceptions be made
- If necessary, please contact Student Disabilities ASAP, do not wait until the course is over or a certain assignment is due

E-mail Protocols:

- Check e-mail every 24 hours
- When composing, please be clear, specific and to the point
- Sign all e-mail messages
- Do not use all caps
- Check spelling, grammar and punctuation
- No disrespectful notes
- Visit UCF Online and become familiar with the contents

- Always include your last name in the subject
- Allow 48 hours for a reply

Discussion Protocols:

- Always use a professional tone
- Always check the discussion topic
- Be clear and specific
- No personal e-mails
- Use the appropriate discussion topic
- Use the reply button rather than the compose button, if you are replying to another post
- Avoid the following: "I agree", "I don't know either", ditto, "who cares"
- Do not use all caps
- Try to avoid posting large blocks of text, if necessary, break them into paragraphs and use a space between paragraphs

Back up your files:

- Excuses will not be accepted, including but not limited to: "my hard drive crashed", "my modem doesn't work", "I have been out of town"
- Computer labs are available on campus, as well as virtually every library

[Course Home](#)

This page was last updated on August 13, 2008 3:23 PM
Pages are maintained by [Holly McDonald](#) and the
[Techrangers](#) at Course Development & Web Services, IT&R.
Intellectual content © Copyright 2008, Holly McDonald

An Overview of Women's Contributions to Western Theatre

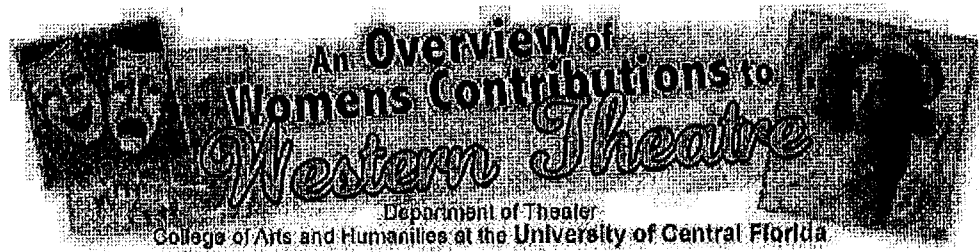
THE 5XXX

Graduate Student Requirements

- Women In American Theatre, edited by Helen Chinoy and Linda Walsh Jenkins, third edition, ISBN 10: 1-55936-263-4
- A Sourcebook on Feminist Theatre and Performance, On and Beyond the Stage, edited by Carol Martin, 1996, 336pp, Pb: 978-0-414-10645-0, eBook: 978-0-20342654-8
- Two play's by women in western theatre. Analysis and guided essays required, for specifics, see module guidelines.
- Ten detailed module posts, requirements listed in module and should be placed in discussion area. Complete statement with supporting opinions and documented facts to support.
- Two quizzes on module information and required texts.
- Two tests, will include multiple choice and essay style questions.
- One paper, as outlined in graduate paper module. The paper will detail the work, inspiration and social impact of a woman in western theatre.
- One required- guided discussion:

For students on the main UCF Orlando campus, students will meet with instructor on a specific date and time on campus for the chat. Out of state students will sign-up for a separate time and date to use UCF Web-courses chat feature. Students will be provided topics for discussion prior to scheduled date and will be expected to have organized and specific ideas.

- Each student will be expected to keep an online journal of the course, as well as personal discoveries.



THE 4XXX - An Overview of Womens Contributions to Western Theatre
Holly McDonald

THE 4XXX

Syllabus

Instructor Information:

Name:	Holly E. McDonald
E-mail:	hmcdonal@mail.ucf.edu
Class:	UTC 180 (Research Parkway)
Phone Number:	407.310.4670 (cell)
Office Hrs:	T/TH 10-1

Course Description:

- An overview of women's contributions to Western theatre
- THE-0w59 CAH-THEA 3 (3,0)
- PR: Grade of C (2.0) or better in ENC 1101

Course Goals-overarching goals for the course:

- Recognize the importance, value, and development of women in theatre
- Develop a personal point of view on women in theatre
- Provide a basis for an appreciation of women in theatre

Objectives-students should be able to:

- Understand a historical overview of women in Western theatre
- To challenge various points of view on women in theatre
- To inspire support for women in theatre
- To develop an awareness of the important role women have played in the development of theatre

Required :

- *Women In American Theatre*, edited by Helen Krich Chinoy and Linda Walsh Jenkins, Third Edition, ISBN 10: 1-55936-263-4
- One play by a female playwright listed in Chapter 3 of our text. Check this section of our text immediately and obtain your choice through library use. If you decide to purchase the play it is your responsibility to obtain it in time to complete the assignment. This will take some research on your part and is the student's responsibility.
- Required DVD: *Frances* starring Jessica Lange, released in 1982, directed by Graem Clifford, rated R. You may obtain this through a free trial with NETFLIX on the web. It is the students responsibility to obtain, view and complete the required assignment by the due date.
- The resources for the required paper will be the students responsibility and can be obtained from most libraries.
- See and print the schedule for all required due dates
- See module three paper requirements and print immediately
- See module four play selection and post requirements immediately
- See module for video requirements immediately

Grading:

- The UCF Plus/Minus System
- For grade: total earned points divided by the points possible at that time
- 300 points possible

1. one paper worth 100pts.
2. nine posts worth a total of 85pts. (points individually assigned)
3. two tests worth 25 pts. each for a total of 50 points.
4. two quizzes worth a total of 15 points
5. one play assignment worth a total of 50 points

Academic Behavior Standards:

- See The University of Central Florida's web-site

Caution about material:

- Material may express adult or controversial themes, as well as, strong language. If this presents a problem for you, please contact the instructor immediately to assess your chances for success in the course.

Please be aware:

- This syllabus is subject to change at the discretion of the instructor
- All assignments must meet deadlines
- All assignments must be placed in the correct location or receive no points
- Students that wait until the last few days to post, will not be excused from deadlines, if they have a situation.
- Please check for updates or changes in instructor announcements

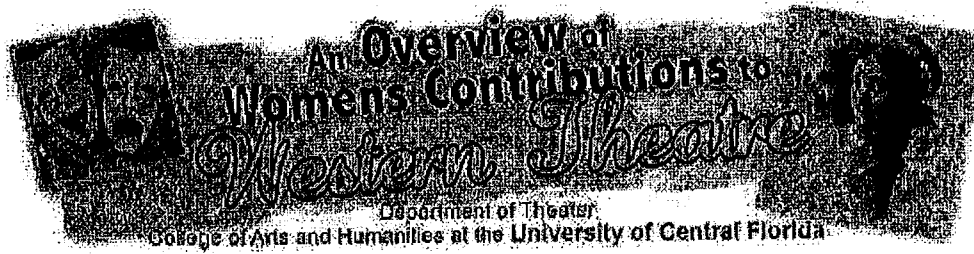
Course Requirements/Assignments:

- One paper
- Nine posts
- Two quizzes
- Two tests

- One text, (*Women In American Theatre*, Chinoy, Jenkins)
- One play, (your choice from ch3 in our text)

[Course Home](#)

This page was last updated on 9.2.09
Pages are maintained by Holly McDonald and the
Techrangers at Course Development & Web Services, IT&R.
Intellectual content © Copyright 2008, Holly McDonald
All other content © Copyright 2008, University of Central Florida



An Overview of Womens Contributions to Western Theatre
Holly McDonald

Course Schedule:

(required reading listed in modules)

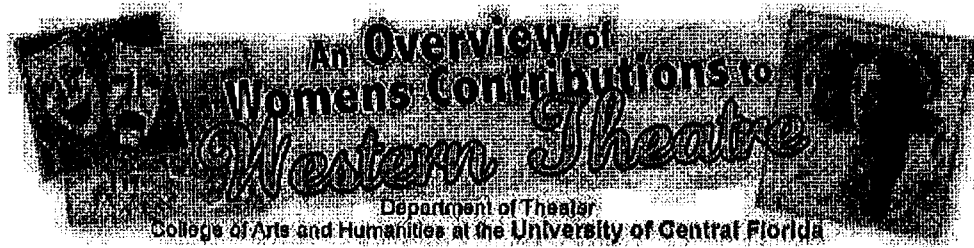
Please check paper guidelines in module 3 prior to deadline.

	Post	Due Date
	post 1 and 2	9.25.09
	post 3	10.2.09
	post 4	10.16.09
	post 5	10.23.09
	post 6 and 7	11.6.09
	post 8 and test 1	11.25.09
	50 point play post	12.04.09
	post 9	12.06.09
	Final , test 2	12.08.09

Plan ahead, deadlines will not be extended.

[Course Home](#)

This page was last updated on 9.1.09
Pages are maintained by [Holly McDonald](#) and the
[Techrangers at Course Development & Web Services, IT&R.](#)
Intellectual content © Copyright 2008, Holly McDonald



Overview of Womens Contributions to Western Theatre
Holly McDonald

Protocols

Expectations:

- Please maintain a professional attitude, includes but not limited to the following: respect, courtesy, consideration, honesty, an open mind, full participation, interaction, patience and a sense of humor.
- Follow our schedule and meet all deadlines
- Do not request that personal exceptions be made
- If necessary, please contact Student Disabilities ASAP, do not wait until the course is over or a certain assignment is due

E-mail Protocols:

- Check e-mail every 24 hours
- When composing, please be clear, specific and to the point
- Sign all e-mail messages
- Do not use all caps
- Check spelling, grammar and punctuation
- No disrespectful notes
- Visit UCF Online and become familiar with the contents

- Always include your last name in the subject
- Allow 48 hours for a reply

Discussion Protocols:

- Always use a professional tone
- Always check the discussion topic
- Be clear and specific
- No personal e-mails
- Use the appropriate discussion topic
- Use the reply button rather than the compose button, if you are replying to another post
- Avoid the following: "I agree", "I don't know either", ditto, "who cares"
- Do not use all caps
- Try to avoid posting large blocks of text, if necessary, break them into paragraphs and use a space between paragraphs

Back up your files:

- Excuses will not be accepted, including but not limited to: "my hard drive crashed", "my modem doesn't work", "I have been out of town"
- Computer labs are available on campus, as well as virtually every library

[Course Home](#)

This page was last updated on August 13, 2008 3:23 PM
Pages are maintained by Holly McDonald and the
Techrangers at Course Development & Web Services, IT&R.
Intellectual content © Copyright 2008, Holly McDonald

Proposed Teaching English to Speakers of Other Languages Track in the Ph.D. in Education

Needs Assessment

The nation faces a critical need for preparing successful teachers of English language learners (ELLs) in elementary and secondary education and conducting research on effective practices for educating these students. A recent startling statistic emphasizes the need for better research and preparation of teachers, as 96% of eighth-grade ELLs scored below the basic reading level for their grade (Anderson, 2008). More locally, there are over 250,000 ELLs enrolled in Florida schools (Florida Department of Education), many of whom are struggling to meet grade level expectations. Specific to the UCF area, in 2008 Orange County had the highest percentage of ELLs (20%) in the state of Florida.

In addition to the growing need for educators who are qualified to prepare the nation's K-12 teachers to work with English language learners, there is a substantial need for TESOL (teaching English to speakers of other languages) professionals at the postsecondary level, both in the United States and abroad. There are over 300 intensive English programs at universities throughout the U.S., and the number of their enrollees increased 20% in 2008 (AAIEP, 2009). International university-based teacher education programs in TESOL are also increasing, as English expands as a world language.

In response to these education trends, the need for faculty holding a Ph.D. in TESOL is steadily growing. In Florida, the majority of community colleges are expanding to four-year institutions, and those that plan to offer teacher education degrees must hire faculty with Ph.D.'s in TESOL since the Florida Department of Education requires at least one upper level course in teaching English language learners for all teacher candidates. At the national level, more states are following Florida's lead in ensuring that all future teachers are well prepared to work with ELLs. Arizona, California, Florida, and New York require that pre-service teacher education include TESOL coursework, and Pennsylvania will enact a similar policy in 2011. The National Council for the Accreditation of Teacher Education (NCATE) recently adopted standards that require institutions to address the needs of ELLs in all teacher education programs to receive or maintain accreditation (National Clearinghouse on English Language Acquisition).

A review of current, open job postings in TESOL identified 31 tenure-track positions (sources: American Association for Applied Linguistics, Teachers of Speakers of Other Languages, HigherEdJobs.Com, The Linguist List, and The Chronicle of Higher Education). In addition, there are six advertised positions requiring a Ph.D. in TESOL that are not tenure-earning (e.g., director of the English language institute at a university). The job listings are notable given the current hiring freezes at many institutions and are conservative since a number of related fields, such as applied sociolinguistics, were not included (list of positions and institutions available upon request).

The University of Central Florida is uniquely positioned to address these critical issues due to its faculty from the College of Education ESOL Endorsement Program (focusing primarily on educating K-12 ELLs) and the College of Arts and Humanities M.A. TESOL Program (focusing primarily on educating post-secondary ELLs), both of whom are experts on teaching English to speakers of other languages (TESOL is the umbrella term for the academic discipline that

pertains to learning and teaching English as a second language). Faculty in both programs approach TESOL issues from complementary perspectives and collaborate frequently in teaching and research. Combining the interdisciplinary expertise of the faculty in two colleges, the proposed doctoral track in TESOL will meet a growing critical need.

A review of doctoral programs at Florida SUS universities showed that FAU, FIU, UF, and USF offer doctorates in disciplines related to TESOL field, and FSU has suspended admission to its doctorate in multicultural/multilingual education. Although these other SUS institutions offer degrees that are relevant to TESOL, they do not have the multidisciplinary focus on TESOL that this proposed track offers. At FIU and UF, the doctorate is in English for speakers of other languages (ESOL)/Bilingual Education (K-12 focus). The FAU doctorate is in ESOL (K-12 focus), and the suspended FSU doctorate is in Multilingual/Multicultural Education. At USF, the doctorate is in Second Language Acquisition/Instructional Technology. Because of their relevance to TESOL, a number of these doctoral programs attract a large percentage of international students. The proposed UCF track in TESOL offers a unique multidisciplinary approach to a singular focus on TESOL, a growing area of local, regional, national, and international need.

The proposed TESOL track builds on the success of the Education Ph.D. and is nearly cost-neutral since it will use primarily existing courses for different degree configurations, and its new courses will also be part of existing advanced master's degree programs and other doctoral tracks. The proposed new courses are core or elective classes in other degree programs or are internships or dissertation hours specific to the proposed Ph.D. Track in TESOL. The curriculum includes coursework from the College of Education and the College of Arts and Humanities as well as one course from the College of Health and Public Affairs. All courses are three credits unless noted otherwise.

Regrouping existing coursework for new purposes will increase student credit hours and raise productivity. In addition, the programs will address critical elements of the UCF Strategic Plan, specifically addressing the following UCF Goals:

Goal 2: Achieve international prominence in key programs of graduate study and research.

Goal 3: Provide international focus to our curricula and research programs.

Goal 4: Become more inclusive and diverse.

Identification of Target Audience

Every state in the U.S. has at least one M.A. program in TESOL, with a total of 145 M.A. programs nationally (<http://www.matesol.info/>). In addition to students from around the nation and state of Florida, students from the M.A. in TESOL program at UCF are logical candidates for further study. After surveying former graduates and ESOL professionals in local school districts, we received 20 responses indicating interest in applying. As of the date of submission of this proposal, we have the commitment of eight qualified students who will apply for fall 2010: Karen Sandford, Hillary Smith, Billie Martin, Lauren Swieter, Alida Eldridge, Marcella Farina, Donita Grissom, and Irina McLaughlin (e-mailed personal communication).

We anticipate recruiting a high percentage of international students who will be leaders in preparing teachers and conducting research on TESOL throughout the world. Our connections with international universities through the Center for Multilingual Multicultural Studies will also

be a source of potential students. We anticipate that a cadre of eight to ten qualified students will be accepted into the program each fall.

Financial Support

Financial support is critical in recruiting doctoral students, and because the ESOL Education and TESOL MA programs are so successful, a number of graduate teaching assistantships will be supported. Currently, the College of Education requires every teacher candidate in initial certification programs to complete coursework (TSL 4080) in teaching ELLs, and those in initial certification programs in Early Childhood, Elementary, English Language Arts, and Exceptional Education are required to meet additional requirements, including TSL 4240, which is taught in the College of Arts and Humanities.

Both the College of Education and the College of Arts and Humanities offer multiple sections of these undergraduate level TSL courses for College of Education students obtaining the ESOL endorsement. Offering a doctoral track in TESOL will enable both colleges to offer graduate assistantships for students in the Ph.D. program to teach TSL courses. By using a differentiated staffing model, assigning current TSL faculty with doctorates to co-teach large sections of the 4000 level TSL courses with doctoral assistants, the colleges will greatly increase productivity. In addition, an action research agenda will be established with faculty and graduate teaching assistants to contribute to the knowledge base of the scholarship of teaching and learning and ensure high quality courses. Based on Fall 2009 enrollment (table 1), the CED can support three doctoral teaching assistants for TSL 4080 and the CAH can support two GTA's for TSL 4240 (some of the current adjuncts will enter the doctoral program and will teach or assist in teaching the courses as GTA's). In addition, UCF's English language institute at the Center for Multilingual Multicultural Studies has pledged two graduate teaching assistantships for Ph.D. track students, and Joyce Nutta of the College of Education is the Co-Principal Investigator on the ESOL MIAMI grant and director of the sub award to UCF, which has a full-time graduate research assistant position available as well (tuition will be paid by the grant). This equals eight full-time (20 hour) graduate assistantships.

Table 1 Fall 2009 Enrollment in TSL undergraduate courses

Course	Enrollment	# of Sections	# of Sections taught by Adjuncts
TSL 4080	702	21	9
TSL 4240	269	11	4

Faculty Who Will Participate in the Track and Their Credentials to do so

Tenured and tenure-track faculty from the MA TESOL and College of Education ESOL endorsement areas participated in UCF's 2008 Summer Faculty Development Conference to develop the curriculum. They established parameters for collaboration between the colleges and programs, developed the program of study, and revised and developed syllabi for the new track.

Secondary Joint Appointments and AA20a's were submitted for all CED & CAH faculty, who will be credentialed to teach any courses with the TSL prefix. The TESOL Ph.D. Track Core

Faculty are tenured or tenure-track faculty from the Colleges of Education and Arts and Humanities.

TESOL Ph.D. Track Core Faculty

Edwidge Crevecoeur-Bryant, CED

Joyce Nutta, CED

Trae Stewart, CED

Keith Folse, CAH

Florin Mihai, CAH

Kerry Purmzensky, CAH

Gregory Thompson, CAH

Gergana Vitanova, CAH

TESOL Ph.D. Track Faculty

In addition, Barbara Ehren of the College of Health and Public Affairs (COHPA) will teach IDS 7939, offered to students in the Ph.D. tracks in Speech and Language Disorders, Reading, and Exceptional Education as well as the proposed TESOL track. She is qualified to serve on TESOL track dissertation committees and has agreed to do so. Linda Rosa-Lugo of COHPA and Karen Verkler of CED are both qualified to serve on TESOL track doctoral committees and have agreed to do so.

The eight core faculty are active researchers in the TESOL field, and they often collaborate on large scale research projects. Drs. Bryant, Nutta, and Stewart hold full graduate status and have experience chairing doctoral committees. Drs. Folse, Mihai, Purmzensky, Thompson, and Vitanova have a strong record of scholarship and have been nominated for full graduate status. The following table details the percent of effort core faculty members will dedicate to the Ph.D. track (beginning the fourth year that the track is offered, when there will be full enrollment in internships and dissertation hours) as well as their experience in serving on thesis and dissertation committees and their record of publications. Faculty who lack experience chairing dissertations will co-chair with experienced faculty in the third and fourth years of the track.

Name	Percent of assignment dedicated to program annually	Number of thesis committees	Number of dissertation committees	Number of books	Number of book chapters	Number of journal articles
Crevecoeur-Bryant, Edwidge	.09375	0	3	5	0	1
Folse, Keith	.09375	12	4	51	3	21
Mihai, Florin	.09375	3	0	1	2	10
Nutta, Joyce	.09375	2	15	4	4	12
Purmzensky, Kerry	.09375	2	3	1	1	4
Stewart, Trae	.09375	1	3	2	7	11
Thompson, Greg	.09375	10	1	0	0	8
Vitanova, Gergana	.09375	1	0	1	2	9

There is adequate faculty for the teaching, internship supervision, and dissertation committee chairing demands of the proposed track. Because doctoral assistants in the TESOL track will begin teaching TSL 4080 and TSL 4240, core faculty's teaching schedules will include a reduced number of undergraduate courses. This will create an opening for core faculty to teach doctoral courses while continuing to teach master's courses. In addition, the College of Education was successful in recruiting Dr. Edwidge Crevecoeur-Bryant as a new assistant professor in AY 2009/2010, for the primary purpose of teaching and mentoring in the proposed doctoral program. Moreover, the current restructuring in the College of Education has shifted the assignments of one core faculty member, Dr. Stewart, and one affiliated faculty member, Dr. Verkler, which will open their teaching schedules to their involvement in the TESOL Ph.D. track.

In addition to faculty resources, the TESOL library holdings have been evaluated and deemed adequate for the Ph.D. track. In an e-mail dated October 29, 2009, Reference Librarian, Education. Terrie Sypolt stated, "When we reviewed the TESOL holdings in 2007, we found the library lacking in several areas. Since that time, we worked with Joyce Nutta and Florin Mihai and have invested \$3,500.00 to upgrade the TESOL holdings and have added five major series to standing orders in Bilingual Education. Based upon those additions, the TESOL program could move forward now."

To ensure that there are adequate faculty resources to meet the demands of teaching and coordinating a Ph.D. track, we have projected the teaching and mentoring responsibilities in the following table.

Doctoral Track Teaching, Internship Mentoring, and Dissertation Committee Chairing Assignments for Core TESOL Faculty

	AY 2010/2011			AY 2011/2012			AY 2012/2013			AY 2013/2014		
	Course	Internship ¹	Dissertation ²	Course	Internship ¹	Dissertation ²	Course	Internship ¹	Dissertation ²	Course	Internship ¹	Dissertation ²
Crevecoeur-Bryant	TSL 6XX2						TSL 6XX2	1	1		1	2
Nutta								1	1		1	2
Stewart								1	1		1	2
Folse				TSL 6XX3				1	1	TSL 6XX3	1	2
Mihai	TSL 6XX1						TSL 6XX1	1	1		1	2
Purmensky								1	1		1	2
Thompson								1	1		1	2
Vitanova				TSL 6252				1	1	TSL 6252	1	2

1 Number of students mentored in the internship course

2 Number of dissertation committees chaired or co-chaired—the numbers are cumulative, allowing for 2 years average for dissertation completion. Dissertation committees should include 1 chair from core TESOL faculty, 1 TESOL Track faculty member, 1 measurement faculty member, and 1 faculty member from the cognate area.

3 TSL 6XX4 will be taught in Spring 2013—Nutta, Purmensky, Stewart, or Thompson may teach this course

Curriculum

Proposed TESOL Track in the Ph.D. in Education Degree

The proposed Teaching English to Speakers of Other Languages Track in the Ph.D. in Education will require at least 69 semester hours of study beyond the Master's degree. Up to 30 semester hours may be transferred from a Master's degree in TESOL or related fields, as approved by the advisor and Ph.D. coordinator. A total of 99 semester hours are required for the Ph.D. degree.

Minimum Hours Required for Ph.D. in Education TESOL Track — 69 Semester Hours

Research Foundation/Core—24 Semester Hours¹

IDS 7501 Issues and Research in Education (3 hours)

IDS 7500 Research Seminar (variable credit and repeatable, 6 hours)

EDF 7475 Qualitative Research Methods in Education (3 hours)

EDF 7403 Quantitative Research Methods in Education (3 hours)

EDF 7463 Analysis of Survey, Record and other Qualitative Data (3 hours)

IDS 7502 Case Studies in Educational Research (3 hours)

IDS 7938 Research Cluster Seminar or approved research methods elective (3 hours)

TESOL Specialization – 21 Credit Hours Minimum (beyond the Master's degree)

Required 15 hours:

TSL 6XX1 Diachronic Analysis of SLA Processes² (Fall 2010 & even year Fall semesters)

TSL 6XX2 Second Language Literacy³ (Spring 2011 & odd year Spring semesters)

TSL 6XX3 Second Language Vocabulary Instruction⁴ (Spring 2012 & even year Spring semesters)

TSL 6252 Sociolinguistics for ESOL⁵ (Fall 2011 & odd year Fall semesters)

IDS 7939 Professional Collaboration around Language Issues⁶ (offered Fall 2009 & odd year Fall semesters)

6 credits minimum:

TSL 6XX4 Special Topics in TESOL⁷ (3 credit hours minimum) (Course may be repeated up to 9 credits)—contract between faculty and student
Spring 2013 & odd Spring semesters

TSL 6XX5 Doctoral Internship in TESOL⁸ (3 credit hours minimum) (Course may be repeated up to 6 credits)—contract between faculty and student

Prerequisites (waived for applicants who hold a Master's in TESOL, which included these courses):

TSL 6250 *Applied Linguistics in ESOL*

TSL 6440 *Issues in TESOL Assessment*

TSL 6540 *Issues in SLA*

AND

TSL 5345 *ESOL Methods* **OR** TSL 5085 *Teaching Language Minority Students in K-12*

Applicants will undergo a review process of transcripts, teaching background, foreign language and cross-cultural experiences to determine which of these prerequisites or additional courses may be required.

Cognate—A **minimum of 9 credits** must be approved by the advisor and Ph.D. coordinator. Possible cognates include Communication Sciences and Disorders, Community College Teaching, Exceptional Education, Global and Comparative Education, Multicultural Education, Instructional Technology, Program Administration, Reading, and other related areas.

Dissertation--24 Semester Hours (minimum)

Additional admission requirements—In addition to the Ph.D. program requirements, this track requires: submit a thesis or two papers related to graduate coursework; 2) letters of recommendation no more than one year old from people who can attest to your potential and ability for doctoral level work;

Additional program requirement—In addition to the Ph.D. program requirements, students must have completed a minimum of two college-level courses in a foreign language or basic proficiency in a foreign language as measured by the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview (OPI) or other assessment approved by the program faculty before completion of 36 hours of study. Non-native speakers of English may use their native language to meet this requirement.

Internal admission guidelines--1) TOEFL score of 580 paper-based, 237 computer-based, or iBT 92; 2) GRE writing score of 4 or higher; 3) teaching experience preferred

¹Students are required to have an introductory statistics course that examines probability, correlation, and regression (EDF 6401).

²Proposed new course in CAH—will also be an elective of the M.A. in TESOL

³Proposed new course in CED—will also be part of the new M.Ed. in Teaching and Learning

⁴Proposed new course in CAH—will also be an elective of the M.A. in TESOL

⁵Elective course in M.A. in TESOL

⁶Course co-taught by Speech & Language Disorders, Reading, Exceptional Education, and TESOL faculty—part of Ph.D. tracks in Speech & Language and TESOL

⁷Proposed special topics course offered on a two-year rotation—topics will vary by faculty expertise and availability and will be housed in the college of the faculty member offering the course during a given semester. Individual course topics will include Globalization and English Language Teaching, Computer Assisted Language Learning, Language and Gender, etc. Courses can be cross-listed. Each topic's syllabus will be submitted at least one semester prior to scheduling the course.

⁸Proposed new course in either CED or CAH, depending on which faculty member supervises the internship.

Projected Enrollment for TESOL Ph.D. Track Specialization Courses

	AY 2010/2011		AY 2011/2012		AY 2012/2013		AY 2013/2014	
Total # of Students	8		16		24		32	
Internship Enrollment			8		8		8	
Dissertation Enrollment							8	
Specialization Course Enrollment	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
TSL 6XX1	10				18			
TSL 6XX2		10				18		
TSL 6XX3				18				18
TSL 6252			18				18	
IDS 7939 required in TESOL & SLD tracks			18				18	
TSL 6XX4 Special Topics				18				18

Enrollment is conservatively estimated at 8 TESOL Ph.D. track students per course plus 2 graduate students from other degrees in AY 2010/2011, the first year students will be admitted. TESOL specialization courses are on a two-year rotation; therefore, from the second year on, two classes of TESOL Ph.D. students will enroll in each course and an estimated 2 graduate students from other degree programs will enroll as well. In addition, the Ed.D. offers students the option of a cognate in TESOL, which will also add to the enrollment in the Specialization Courses. Currently, there are two Ed.D. students whose cognate is TESOL.

Suggested plan of study for students requiring no TSL prerequisites**1st class—Fall 2010 (Even Year Admission)****Year 1—AY 2010/2011**Fall 2010

TSL 6XX1

Cognate Course

EDF 6401 (if not needed, take EDF or IDS Research Foundation Core Course)

Spring 2011

TSL 6XX2

Cognate Course

IDS 7500

Summer 2011

EDF 7403

Cognate Course

Year 2—AY 2011/2012Fall 2011

TSL 6252

IDS 7939

IDS 7501

Spring 2012

TSL 6XX3

TSL 6XX4

IDS 7938

Summer 2012

EDF 7463

IDS 7502

Year 3—AY 2012/2013Fall 2012

EDF 7475

Internship

IDS 7500

Qualifying Exam

Spring 2013

Dissertation

Summer 2013

Dissertation

Year 4—AY 2013/2014Fall 2013

Dissertation

Spring 2014

Dissertation

Suggested plan of study for students requiring no TSL prerequisites**2nd class—Fall 2011 (Odd Year Admission)****Year 1—AY 2011/2012**Fall 2011

TSL 6252

IDS 7939

EDF 6401 (if not needed, take EDF or IDS Research Foundation Core Course)

Spring 2012

TSL 6XX3

TSL 6XX4

IDS 7500

Summer 2012

EDF 7403

Cognate Course

Year 2—AY 2012/2013Fall 2012

TSL 6XX1

Cognate

IDS 7501

Spring 2013

TSL 6XX2

Cognate

IDS 7938

Summer 2013

EDF 7463

IDS 7502

Year 3—AY 2013/2014Fall 2013Fall 2013

EDF 7475

Internship

IDS 7500

Qualifying Exam

Spring 2014

Dissertation

Summer 2014

Dissertation

Year 4—AY 2014/2015Fall 2014

Dissertation

Spring 2015

Dissertation

September 22, 2009

Vice Provost & Dean Patricia Bishop
College of Graduate Studies
University of Central Florida
Orlando, Florida 32816


Dear Dean Bishop,

The demand for English teacher training programs (TESOL degrees) in Florida continues to grow as local school districts struggle to keep up with the influx of non-native speakers of English. Based on a 2008-09 Orange County Public Schools Report, the number of school aged immigrant students to be served is 10,461. This critical demand for ESOL in our area schools requires program administrators, not only for K-12 programs, but also for local community colleges, adult education programs, private colleges and universities, and language centers.

Worldwide, English has become the lingua franca. The global demand for English is predominantly focused on learning American English. It is estimated that over 1 billion people are currently learning English and this impressive number is driven by the need to use English in the workplace. TESOL programs abroad continue to announce vacancies for program directors, who have advanced degrees from an accredited institution.

UCF implemented a Master of Arts in TESOL in 1996, and this program has continued to see enrollments of 50+ graduate students each term. Graduates of our M.A. program often are place bound, and it is difficult for the majority of them to attend other state universities to earn a doctoral degree. The new proposed Ph.D. program will draw on the expertise of faculty in the College of Education and the College of Arts & Humanities, who currently teach graduate courses in the interdisciplinary TESOL M.A. program. This program has an excellent reputation for delivering a quality M.A. program in TESOL. I applaud the leadership efforts of CED for this current proposal and support it wholeheartedly.

Respectfully,



Consuelo E. Stebbins, Ph.D.



Office of the Dean
College of Arts & Humanities

Dear Committee Members,

I have reviewed the proposal for the TESOL Track in the PhD in Education Degree and give it my full support. I believe this program will not only benefit our Education and TESOL students here at UCF, but will attract a greater quality of Graduate students who would like to pursue their education past the Master degree level.

The Chair of the Modern Languages department and I concur that this is a worthwhile pursuit for our TESOL faculty and they have our support to engage their efforts in this program with the Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jose Fernandez'.

Jose Fernandez, PhD
Dean, College of Arts and Humanities



College of Arts and Humanities
MODERN LANGUAGES AND LITERATURES

Dear Committee Members,

I have reviewed the proposal for the TESOL Track in the PhD in Education Degree and give it my full support. I believe this program will not only benefit our Education and TESOL students here at UCF, but will attract a greater quality of Graduate students who would like to pursue their education past the Master degree level.

The Dean and I concur that this is a worthwhile pursuit for our TESOL faculty and they have our support to engage their efforts in this program with the Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Paolo Giordano", is positioned above the printed name.

Paolo Giordano, PhD

Neil E. Euliano Chair of Modern Languages

Dr. Joyce Nutta
College of Education
University of Central Florida
Orlando, Florida 32816

Dear Dr. Nutta:

On behalf of the Center for Multilingual Multicultural Studies, I am very pleased to know that a Tesol track will be included in a Doctoral Program in the College of Education. The addition of this track will provide English as a Second Language professionals to further their education and provide valuable research to their peers.

CMMS will gladly support two graduate teaching assistants to work in the Intensive English Program either as instructors or other tasks related to the students' acquisition of English. The Center currently provides this type of assistance to several students in the M.A. Tesol Program. Similarly, the two students you will recommend will be compensated based on the guidelines provided by Graduate Studies.

We wish you the best in this new program.

Sincerely,

Myrna M. Creasman
Director

Rhonda Nelson - Fwd: Re: Re TESOL proposal

From: Max Poole
To: Nelson, Rhonda
Date: 11/24/2009 9:32 AM
Subject: Fwd: Re: Re TESOL proposal
CC: Hayes, Grant; Hynes, Michael; Nutta, Joyce
Attachments: TESOLPhDTrackProposal112309.doc; Part.002; Giordano.html; Part.004; Hynes.html; Part.006; Myrna Creasman.docx; Part.008; 152256.PDF; Part.010; 152322.PDF; Part.012; 152339.PDF; Part.014

Mail Message

Mail Properties

From: Paul Giordano Monday - November 23, 2009 12:10 PM

To: Kerry Purmensity

CC: Joyce Nutta

Subject: Re: PhD in TESOL


Dear Kerry and Joyce,

I am willing to support two GTA positions for the new Ph.D. program in TESOL, a joint venture between the TESOL Program in the Department of Modern Languages and Literatures and the School of Education.

Respectfully,
Paolo Giordano

Paolo Giordano
Neil Euliano Professor and Chair
Modern Languages and Literatures
University of Central Florida
Orlando, FL 32816
Ph: (407) 823-2472
Fax: (407) 823-6261

From: Max Poole
To: Nelson, Rhonda
Date: 11/24/2009 9:32 AM
Subject: Fwd: Re: Re TESOL proposal
CC: Hayes, Grant; Hynes, Michael; Nutta, Joyce
Attachments: TESOLPhDTrackProposal112309.doc; Part.002; Giordano.html; Part.004; Hynes.html; Part.006; Myrna Creasman.docx; Part.008; 152256.PDF; Part.010; 152322.PDF; Part.012; 152339.PDF; Part.014

Mail Message 

- ☐ Delete From This Mailbox
- ☐ Delete From All Mailboxes

This instance

All instances

- ☐ Reply to Sender (Include Message)
- ☐ Reply to Sender
- ☐ Reply to All (Include Message)
- ☐ Reply to All

  Reply    Read Later    

Mail Properties

From: Michael Hynes Monday - November 23, 2009 11:08 AM
To: Joyce Nutta
Subject: GTA support
Joyce,

I am pleased to support the hiring of 3 GTA's to teach our TSL 4080 course. As you know well, we are always in desperate need of qualified adjunct instructors for the course. I think it would upgrade our program to have GTA's to staff the course.

M. Hynes

Pegasus Professor and Professor Emeritus
Department Chair
Teaching and Learning Department
College of Education - ED209D
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816-1250
407-823-2005

Helpful websites:
College of Education: <http://www.education.ucf.edu>

Please note that the following three syllabi are for new courses developed by faculty in the M.A. TESOL program in the College of Arts and Humanities. They will be required courses in the Ph.D. track in TESOL, and are included with this proposal for informational purposes for the College of Education Graduate Curriculum and Standards Committee.

The Course Action Request forms for these three courses were completed by the faculty and administration of the CAH, and the courses will be submitted to the CAH Graduate Curriculum Committee for approval. Once they are approved, they will be appended to the Ph.D. track proposal for review at the university level Graduate Curriculum Committee.

UNIVERSITY OF CENTRAL FLORIDA
College of Arts and Humanities
TSL6XXX Syllabus

College Department Program	College of Arts and Humanities Dept. of Modern Languages & Literatures, Colbourn Hall 523 PhD in C & I: Teaching English to Speakers of Other Languages
Course Title	Doctoral Internship
Section	
Course Credit	3 hours (can be repeated up to 6 hours by Instructor approval and student must either change the teaching venue or explore a research area in more refined detail)
Semester	
Professor	Faculty
Office Location Telephone Office Hours	
E-mail	
Class Website	

Course Description:

The doctoral internship is a varied experience where students will work closely with faculty members to develop their teaching competency and research focus through a professional teaching experience in TESOL in one or more areas of education including a P-12, adult education, community college, undergraduate, graduate, or EFL setting.

Course Requirements:

Students should complete the first 3 hours within the first 27 hours attempted within the doctoral program.

Course Objectives:

Model of Teaching, Research & Core Competencies

The UCF Departments of Education and Modern Languages doctoral internship program promotes the developmental of its students as teachers and researchers who are professional, knowledgeable, reflective, and culturally and linguistically competent. Students will be placed in a professional teaching post with an accepted partner, and will professionalize their teaching focus, complete individualized research goals, and complete a portfolio detailing their professional development and research accomplishments.

The focal point of their professional development will be viewed as global in nature, and with the goal of helping interns move toward greater levels of autonomy and independent teaching by the completion of the internship period.

This model also includes an emphasis on experiential learning which allows interns to learn through concrete experience, reflective teaching, active research, and establishment of mentoring relationships. Our model aims to produce competent and versatile teachers who are prepared to practice at the highest level of TESOL professionalism in any educational setting.

The internship program serves to prepare interns to meet the requirements for teaching and researching at the highest level of education as they develop enhanced awareness, knowledge and skill not limited to, but focused on, the core areas of professional competence below:

- ☐ Linguistic awareness
- ☐ Research orientation
- ☐ Teaching methodology and practice
- ☐ Curriculum development
- ☐ Mentoring and Modeling
- ☐ Socialization Process & Professional Identity
- ☐ Scholarly Knowledge and Practice Integration
- ☐ Cultural Competence

Goals of the Internship

1. Interns will gain professional competence and confidence in their work, increase self-awareness that promotes professional growth, and develop a clear sense of professional identity. Interns will be able to conduct themselves in a professional manner throughout their internship.
2. Interns will be able to demonstrate multicultural competence in their work with students, teachers, and school personnel from diverse cultural backgrounds and who display other forms of individual difference.
3. Interns will reflect on their teaching experiences and demonstrate their knowledge, their curriculum development skills, their instructional competence, and their knowledge of professionalism through portfolio development.
5. Interns will be able to assess their own teaching ability, their students' language progression, and their contribution to the educational institution in which they serve.
6. Interns will develop and conduct a graduate-level research project within the confines of their teaching situation.

Required Texts

Verplaetse, L. S. (2007). Inclusive pedagogy for English Language Learners: A handbook of research-oriented practices. Lawrence Erlbaum.

Kumaravadivelu, B. (2008). Cultural globalization and language education. Yale University Press.

Horwitz, E. B. (2008). Becoming a Language Teacher: A practical guide to second language learning and teaching. Allyn & Bacon.

Supplemental Texts

Varied depending upon focus of internship.

Evaluation Procedures

Grade Categories	Description of the requirements	Weight toward final grade
Internship Placement	Interns will work with faculty members for a	10%
Internship Experience	Interns will complete a teaching experience in a professional environment.	40%
Research Component	As part of the teaching experience, students will conduct original research within the context of their situation.	25%
Portfolio Completion	As part of the teaching experience, students will complete a portfolio work of their professional development.	25%

Technology Requirements:

Technology	Expectations for Use
E-mail:	Students are expected to use email and be in continual contact with their supervising faculty member and the educational institution where they have been placed.
WebCT:	WebCT will be designated as the portal for students to provide updates and feedback to their supervising faculty member, and to upload their internship products.

Additional Policies

Grading and evaluation	Students will be evaluated according to the guidelines set above for internship completion.
Attendance and participation	As representatives of the university, students are expected to maintain the highest level of professional behavior, and therefore must exceed all expectations of the educational institution in which they are placed. Further, students must meet all university requirements as set forth in this syllabus and through the attending faculty member.
Deadlines	Students are expected to meet all deadlines as set forth in the agreement between faculty member and student.

Accommodations for Differently-abled Students:

Students with disabilities who qualify for academic accommodations must provide a letter from [Students Disability Services \(SDS\)](#) during the first week of class. SDS determines accommodations based on appropriate documentation of disabilities.

Plagiarism Statement:

Every student is expected to do his/her own work in its entirety. A first act of plagiarism will result in a 0 for the assignment, and any further plagiarism will result in a failing grade in the course and academic review before a UCF committee.

Student Conduct:

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.

The UCF Creed	
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.	
Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

The faculty member may change the syllabus at his/her discretion, and it is the student's responsibility to be aware of these changes.

TSL 6XXX (M): Diachronic Analysis of Second Language Acquisition Processes

Florin Mihai

Thursday 6-8.50 p.m.

Delivery mode: M (Mixed)

Contacting the Professor	Contacting the Class
Office Hrs: Tuesday 10 a.m.-5 p.m.	
Office: UCF-Cocoa Building 3 Suite 279	Course Web Site: http://webcourses.ucf.edu
Phone (321)433-7928	Online Discussions: http://webcourse.ucf.edu
FAX: (321)433-7912	
E-Mail: fmihai@mail.ucf.edu	
Web: http://webcourses.ucf.edu	

University Catalogue Description

Emphasis placed on the analysis of current research on second language acquisition (SLA) processes across the life span, integrating qualitative and quantitative methods to explain both universal and individual features of SLA.

Course Description

This course examines the dynamics of second language acquisition processes over time from the perspectives of psycholinguistics, sociolinguistics, and neurolinguistics. This multidisciplinary approach is beneficial in understanding the individual's opportunities to develop second language skills, as well as possible constraints associated with target language development. Qualitative and quantitative methods are employed to explain universal and individual features of second language acquisition during various phases of the life cycle. Topics include: simultaneous and sequential bilingualism, L1 transfer, L2 literacy, fossilization, instructed/naturalistic language acquisition, identity, etc.

Course Objectives:

Students who successfully complete this program will:

1. Be able to identify and analyze the influence of biological, socio-psychological, instructional, cultural and experiential factors on language acquisition processes associated with various stages of the life cycle.
2. Demonstrate understanding of universal and individual features of language acquisition from a diachronic perspective.

Required Texts

Kroll, J., & De Groot, A.M. B. (Eds.). (2005). *Handbook on bilingualism: Psycholinguistic approaches*. Oxford University Press.

Moyer, A. (2004). *Age, accent and experience in second language acquisition: An integrated approach to critical period inquiry*. Multilingual Matters Limited.

Supplementary readings may be required throughout the semester to provide an additional basis for discussion and enhance our collective knowledge base. These materials will be available through the UCF Library Online Reserve and/or posted on the course webpage as the need arises.

Evaluation Procedures

Grade Categories	Description of the requirements	Weight toward final grade
Attendance and class participation	The grade for class participation will be based upon attendance, timely completion of assignments, and active participation in class discussions, group work and other activities. <u>Attendance is required.</u> Points will be lowered if more than one class period is missed. Two absences will result in a five-point deduction; three absences will result in a zero (0) for class participation.	10% or 10 Points
On-line postings and discussions	You will post a reaction with notes from selected readings on our schedule. Follow these guidelines: a. Each entry should indicate the reading title. b. From this reading, choose <u>at least</u> one topic/item OR a short quote that you considered important, insightful, or interesting. c. For each of these topics/items or quotes, write a short <i>response paragraph</i> (40-50 words) in which you comment on their importance. <u>Don't repeat</u>	30% or 30 Points

	<p>what was stated in the text; <i>REACT</i> to it.</p> <p>---</p> <p>Also, comment on at least <u>one</u> posting generated by your colleagues.</p>	
Exams	<p>One exam will be given during the term. The exam is considered as a marker of your progress in the class. In this capacity, the exam will serve to indicate any problems in the comprehension and/or application of material covered. The exam will require application, analysis and synthesis of material covered in all readings, class discussions, videos, homework assignments, and in-class activities and presentations. The exam <u>cannot</u> be made up. If you know you will not be in class on a day that the exam will be given, be sure to notify me as soon as possible.</p>	30% or 30 Points
Analysis Project/Paper	<p>You will choose a research topic conduct a comprehensive analysis of various aspects specific to that topic. The final product will be posted on the class website. More information regarding the format and the structure of the paper will be provided by the instructor later in the semester.</p>	20% or 20 Points
Final Exam	Presentation of analysis paper.	10% or 10 Points

Additional Policies

Grading and Evaluation	<p>93-100 A</p> <p>90-92 A-</p> <p>87-90 B+</p> <p>83-86 B</p> <p>80-82 B-</p>
------------------------	--

	77-79 C+ 73-76 C 70-72 C- 67-69 D
Student Conduct	This class abides by the Student Conduct Code of University of Central Florida.
Plagiarism Statement	Plagiarism of any kind will not be tolerated. All students are expected to do their own work and all of the work produced will be expected to be completed in its entirety by the students who turned them in. Any acts of plagiarism will result in an immediate failing grade on the assignment, and possible failure of the course as determined by the MATESOL department. Students are responsible for understanding what constitutes plagiarism.
Accommodations for the differently-abled students:	Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.

All parts of this syllabus may be modified at the discretion of the instructor. Changes will be via announcements in class and email. It is the student's responsibility to be aware of all changes, i.e., read all email communications sent by the instructor via Course Mail

TSL 6XXX
Second Language Vocabulary Acquisition
Spring 2012
Dr. Keith Folse
Day/Time: TBA
Room: TBA

Contacting the Professor	
Office Hrs:	TBA
Office:	CNH 512-B
Phone	(407) 823-4555
E-Mail:	kfolse@mail.ucf.edu
Web:	www.keithfolse.com

Course Description:

TSL 6xxx explores the role of vocabulary in second language acquisition and examines relevant research findings with emphasis on teaching applications.

Course Requirements:

Class attendance, book assignments, ESL class observations, ESL student interview, vocabulary topic paper, research project

Course Objectives:

Students will develop a working definition of vocabulary in second language study through course readings, class presentations, and a research project. Students will:

- recognize different kinds of vocabulary
- differentiate general vocabulary from topic-specific vocabulary
- understand how vocabulary impacts reading
- understand how vocabulary is connected to essay scoring
- demonstrate an understanding of the recent history of the role of vocabulary in second language study
- present a selected research study to our class
- interview ESL students about vocabulary and their language study
- interview FL students about vocabulary and their language study

- conduct a small research study, write a report of the study, and present the format and findings of the study to our class

Required Texts:

- ◆ Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Week	Topic
1.	What is L2 Vocabulary? The goals of vocabulary learning
2.	Knowing a word
3.	Teaching and explaining vocabulary
4.	Vocabulary and listening and speaking
5.	Vocabulary and reading and writing
6.	Specialized uses of vocabulary
7.	Vocabulary learning strategies
8.	Guessing from context – useful or not?
9.	Word study strategies
10.	Chunking and collocation
11.	Testing vocabulary knowledge and use
12.	Designing the vocabulary component of a language course
13.	Peer Papers
14.	Projects
15.	Projects
16.	Final Exam

Weekly Topics:

Additional Readings:

See attached reading list. Students must select an area of L2 vocabulary research in which they will concentrate– one for secondary “reporting” research and one for primary/original research. The two topics may overlap. Examples include:

- strategies,
- use of first language,
- difficulty of a word,
- technology and L2 vocabulary learning,
- learnability of a word,

- use of dictionaries,
- context clues and L2 vocabulary,
- analysis of text,
- role of L2 vocabulary knowledge in a skill (e.g., reading or writing).

Evaluation Procedures

Grade Categories	Description of the requirements	Weight toward final grade
Attendance	Required. More than 2 absences = no grade	0%
Secondary Research (Paper)	Paper addressing a specific concept, using current sources (see attached list); paper to be read by 3 peers and rewritten; professional journal quality	30%
Original Research (Field Project + Paper)	Professionally prepared paper (using current sources – see attached list) summarizing results of a project using original research to answer a specific research question(s)	40%
Final Exam	date TBA	30%

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-92	88-89	83-87	80-82	77-79	73-77	70-72	60-69	0-59

Technology Policies:

Technology	Expectations for Use
E-mail:	All course communications should be sent through your knightsmail account.
Laptop Usage:	Laptops may be used during class.
Other communication devices:	Ask for permission before taping any lectures.

Additional Policies

Grading and evaluation	Final exam is given on the dates indicated. No make-up exams.
Attendance and participation	This graduate course meets once a week, so missing one class represents missing one week of class. A student with more than two absences may not receive a passing grade. If you must miss a class, it is not necessary to contact the professor in advance unless you are responsible for a presentation in that class meeting.
Late, make-up and extra credit work	No late work. Late work will be docked at least one letter grade. No extra credit.
Academic integrity	Plagiarism is cheating. Plagiarized assignments or exams will receive a grade of F. The student may be removed from the MATESOL program.
Accommodations	The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

All dates, assignments, and elements in this syllabus are tentative and can be changed at the discretion of the professor

APPROVED READING LIST FOR RESEARCH PROJECTS

(Additional articles may be used; consult professor first.)

- Barcroft, J. (2004). Effects of sentence writing in second language lexical acquisition. *Second Language Research*, 20 (4), 303-334.
- Barcroft, J. (2007). Effects of opportunities for word retrieval during second language vocabulary learning. *Language Learning*, 57 (1), 35-56.
- Biber, D. (1986). Spoken and written textual dimensions in English: Resolving the contradictory findings. *Language*, 62(2), 384-414.
- Brown, C. 1993. Factors affecting the acquisition of vocabulary: Frequency and saliency of words. In *Second Language Reading and Vocabulary Learning*, Eds. T. Huckin, M. Haynes, and J. Coady, 263-286.
- Brown, T. & Perry, F. (1991). A comparison of three learning strategies for ESL vocabulary acquisition. *TESOL Quarterly*, 25 (4), 655-670.
- Carlo, M., August, D., McLaughlin, B., Snow, C., Dressler, C., Lippman, D., Lively, T. & White, C. (2004). Closing the gap: Addressing the vocabulary needs of English language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39 (2), 188-215.
- Chang, A. (2007). The impact of vocabulary preparation on L2 listening comprehension, confidence and strategy use. *System*, 35 (4), 534-550.
- Chujo, K. & Utiyama, M. (2005). Understanding the role of text length, sample size and vocabulary size in determining text coverage. *Reading in a Foreign Language*, 17, 1-22.
- Chun, D. & Plass, J. (1996). Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal*, 80 (2), 183-199.
- Cobb, T. (2006). *The compleat lexical tutor*, v. 4. Retrieved April 11, 2006, from <http://www.lex tutor.ca/>
- Cobb, T. (2007). Computing the vocabulary demands of L2 reading. *Language Learning & Technology*, 11 (3), 38-64.
- Cobb, T., Spada, N. & Zahar, R. (2001). Acquiring vocabulary through reading: Effects of frequency and contextual richness. *The Canadian Modern Language Review*, 57 (4), 31.
- Cohen, A. & Aphek, E. (1980). Retention of second language vocabulary over time: Investigating the role of mnemonic associations. *System*, 8 (3), 221-235.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34 (2), 213-238.
- Coxhead, A. & Byrd, P. (2007). Preparing writing teachers to teach the vocabulary and grammar of academic prose. *Journal of Second Language Writing*, 16 (3), 129-147.
- Dordick, M. (1996). Testing for a hierarchy of the communicative interference of errors. *System* 24 (3), 299-308.
- Ellis, N., and A. Beaton. 1993. Psycholinguistic determinants in foreign language vocabulary learning. *Language Learning* 43: 559-617.

- Ellis, R. (1994). Factors in the incidental acquisition of second language vocabulary from oral input: A review essay. *Applied Language Learning*, 5 (1), 1-32.
- Engber, C. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing*, 4 (2), 139-155.
- Fan, M. (2003). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies. *Modern Language Journal*, 87(2), 222-241.
- Ferris, D. (1994). Lexical and syntactic features of ESL writing by students at different levels of L2 proficiency. *TESOL Quarterly*, 28 (2), 414-420.
- Folse, K. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly* 40 (4): 273-293.
- Grace, C. (1998). Retention of word meanings inferred from context and sentence-level translations: Implications for the design of beginning-level CALL software. *The Modern Language Journal*, 82 (4), 533-544.
- Groot, P. (2000). Computer assisted second language vocabulary acquisition. *Language Learning & Technology*, 4(1), 60-81.
- Gu, P. (2003a). Fine brush and freehand: The vocabulary-learning art of two successful Chinese EFL learners. *TESOL Quarterly*, 37(1), 73-104.
- Gu, P. (2003b). Vocabulary learning in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2), A-4. Retrieved April 15, 2009, from <http://tesl-ej.org/ej26/a4.html>
- Gu, Y. & Johnson, R. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning* 46(4), 643-679.
- Hazenburg, S. & Hulstijn, J. (1996). Defining a minimal receptive second-language vocabulary for non-native university students: An empirical investigation. *Applied Linguistics*, 17(2), 145-163.
- Horst, M. & Collins, L. (2006). From faible to strong: How does their vocabulary grow? *The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes*, 63(1), 83-106.
- Huang, H. & Eskey, D. (2000). The effects of closed-captioned television on the listening comprehension of intermediate English as a second language (ESL) students. *Journal of Educational Technology Systems*, 28(1), 75-96.
- Hughes, A., and Lascaratou, C. (1982). Competing criteria for error gravity. *ELT Journal*, 36(3), 175-182.
- Hulstijn, J., Hollander, M. & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 80(3), 327-339.
- Joe, A. (1995). Task-based tasks and incidental vocabulary learning: A case study. *Second Language Research*, 11 (2), 159-177.
- Joe, A. (1998). What effect do text-based tasks promoting generation have on incidental vocabulary acquisition? *Applied Linguistics*, 19 (3), 357-377.

- Jones, L. (2004). Vocabulary recognition and recall using pictorial and written test items. *Language Learning & Technology*, 8 (3), 122-143.
- Laufer, B. (1989). What percentage of lexis is essential for comprehension? In C. Lauren & M. Nordman (Eds.), *Special language: From humans thinking to thinking machines* (pp. 316-323). Clevedon, UK: Multilingual Matters.
- Laufer, B. (1990). Why are some words more difficult than others? Some intralexical factors that affect the learning of words. *International Review of Applied Linguistics in Language Teaching*, 28 (4), 293-307.
- Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition*, (pp. 20-34). Cambridge: Cambridge University Press.
- Laufer, B. & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22 (1), 1-26.
- Laufer, B. & Paribakht, S. (1998). The relationship between passive and active vocabularies: Effects of language learning context. *Language Learning* 48 (3), 365-391.
- Laufer, B. & Shmueli, K. (1997). Memorizing new words: Does teaching have anything to do with it? *RELIC Journal*, 28 (1), 89-108.
- Lee, S. (2003). ESL learners' vocabulary use in writing and the effects of explicit vocabulary instruction. *System*, 31, 537-561.
- Liu, D. (2003). The most frequently used spoken American English idioms: A corpus analysis and its implications. *TESOL Quarterly*, 37 (4), 671-700.
- Lomicka, L. (1998). "To gloss or not to gloss": An investigation of reading comprehension online. *Language Learning & Technology*, 1 (2), 41-50.
- Loucky, J. (2005). Combining the benefits of electronic and online dictionaries with CALL web sites to produce effective and enjoyable vocabulary and language learning lessons. *Computer Assisted Language Learning*, 18 (5), 389-416.
- Markham, P. (1999). Captioned videotapes and second language listening word recognition. *Foreign Language Annals*, 32 (3), 321-328.
- Meara, P. (2002). The rediscovery of vocabulary. *Second Language Research*, 18 (4), 393-407.
- Mondria, J., & Wit-de Boer, M. (1991). The effects of contextual richness on the guessability and the retention of words in a foreign language. *Applied Linguistics*, 12, 249-267.
- Nakata, T. (2008). English vocabulary learning with word lists, word cards and computers: Implications from cognitive psychology research for optimal spaced learning. *ReCALL*, 20 (1), 3-20.
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 37 (4), 645-670.
- Nation, P. (2006). How large a vocabulary is needed for reading and listening? *The Canadian Modern Language Review/La Revue Canadienne des Langues Vivante*, 63 (1), 59-82.

- Nesselhauf, N. (2003). The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics* 24 (2), 223-242.
- Paribakht, T. & Wesche, M. (1999). Reading and "incidental" L2 vocabulary acquisition. *Studies in Second Language Acquisition*, 21, 195-224.
- Parry, K. (1993). Too many words: Learning the vocabulary of an academic subject. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second language reading and vocabulary learning*, 46-64. Norwood, NJ: Ablex.
- Pizarro, M. (2003). A study of different composition elements that raters respond to. *Estudios Ingleses de la Universidad Complutense*, 11, 53-72.
- Prince, P. (1995). Second language vocabulary learning: The role of context versus translations as a function of proficiency. *The Modern Language Journal*, 80 (4), 478-493.
- Read, J. (2004). Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24, 146-161.
- Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. *The Modern Language Journal*, 79 (1), 15-28.
- Santos, T. (1988). Professors' reactions to the academic writing of nonnative-speaking students. *TESOL Quarterly*, 22 (1), 69-90.
- Schmidt, R. 1990. The role of consciousness in second language learning. *Applied Linguistics* 11: 129-158.
- Schmitt, N. (1998). Measuring collocational knowledge: Key issues and an experimental assessment procedure. *I.T.L. (International Journal of Applied Linguistics)*, 119-120, 27-47.
- Schmitt, N. and C. Zimmerman. (2002). Derivative word forms: What do learners know? *TESOL Quarterly* 36 (2): 145-171.
- Smidt, E. & Hegelheimer, V. (2004). Effects of online academic lectures on ESL listening comprehension, incidental vocabulary acquisition, and strategy use. *Computer Assisted Language Learning*, 17 (5), 517-556.
- Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *The Canadian Modern Language Review* 50 (1): 158-164.
- Vanderplank, R. (1993). Pacing and spacing as predictors of difficulty in speaking and understanding English. *ELT Journal*, 47 (2), 117-125.
- Watanabe, Y. (1998). Input, intake, and retention: Effects of increased processing on incidental learning of foreign language vocabulary. *Studies in Second Language Acquisition*, 19, 287-307.
- Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*, 30 (1), 79-95.
- Xue, G. and Nation, I.S.P. (1984). A university word list. *Language Learning and Communication*, 3(2), 215-229.
- Zimmerman, C. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly*, 31 (1), 121-140.

FROM 2005:

Chujo, K and M Utiyama

Understanding the role of text length, sample size and vocabulary size in determining text coverage. *Reading in a Foreign Language* 17,1(2005), 1-22.

Clark, MK and S Ishida

Vocabulary knowledge differences between placed and promoted EAP students. *Journal of English for Academic Purposes* 4,3(2005), 225-238.

de Groot, AMB and JG van Hell

The learning of foreign language vocabulary. In: **JF Kroll and AMB de Groot** (eds.) *Handbook of Bilingualism: psycholinguistic approaches*. Oxford: Oxford University Press. 2005. 9-29.

Fujimori, J

The lexical composition of two oral communication textbooks. *The Language Teacher* 29,7(2005), 15-19.

Fukkink, RG, J Hulstijn and A Simis

Does training in second language word recognition skills affect reading comprehension? An experimental study. *Modern Language Journal* 89,1(2005), 54-75.

Horst, M

Learning L2 vocabulary through extensive reading: a measurement study. *Modern Language Review* 61,3(2005), 355-382.

Horst, M, T Cobb and I Nicolae

Expanding academic vocabulary with an interactive on-line database. *Language Learning and Technology* 9,2(2005), 90-110.

Hunt, A and D Beglar

A framework for developing EFL reading vocabulary. *Reading in a Foreign Language* 17,1(2005), 23-59.

Jiménez Catalán, MR and S Moreno Espinosa

Lexical cohesion in English L2 students' compositions. In: **P Salazar, MJ Esteve and V Codina** (eds.) *Teaching and learning the English language from a discourse perspective*. Castelló: Universitat Jaume I. 2005. 73-90

Kamimoto, T

Is L1 vocabulary size related to L2 vocabulary size? *KGU Journal of Language and Literature* 12,2(2005), 131-151.

Ko, MH

Glosses, comprehension and strategy use. *Reading in a Foreign Language* 17,2(2005), 125-143.

Koizumi, R

Predicting speaking ability from vocabulary knowledge. *JLTA Journal* 7(2005), 1-20.

Laufer, B, PM Meara and P Nation

Ten best ideas for teaching vocabulary. *The Language Teacher* 29,7(2005), 3-6.

Loewen, S and R Ellis

Second language vocabulary and academic achievement in undergraduate university students. In: **E Maniolo and G Wong-Toi** (eds.) *Communication skills in university education: the international dimension*. Auckland: Pearson Educational, 2005. 260-275.

Masoura, EV and SE Gathercole

Contrasting contributions of phonological short-term memory and long-term knowledge to vocabulary learning in a foreign language. *Memory* 13(2005), 422-429.

Miura, T

A case study of the lexical knowledge of an advanced proficiency EFL learner. [in Japanese] *The Language Teacher* 29,7(2005), 29-33.

Qian, DD

Measuring lexical richness in business English writing: A study of Chinese learners. *The Hong Kong Linguist: Jubilee Version* 25(2005), 36-42 .

Qian, DD

Demystifying lexical inferencing: the role of aspects of vocabulary knowledge. *TESL Canada Journal* 22,2(2005), 34-54.

Rydland, V and V Aukrust

Lexical repetition in second language learner peer play interaction. *Language Learning* 55,2(2005), 229-274.

Shapiro, AM and DL Waters

An investigation of the cognitive processes underlying the keyword method of foreign vocabulary learning. *Language Teaching Research* 9,2(2005), 129-146.

Taube-Schiff, M and N Segalowitz

Linguistic attention control: attention shifting governed by grammaticised elements of language. *Journal of Experimental Psychology, Learning, memory and Cognition* 31(2005) 508-519.

Webb, SA

Receptive and productive vocabulary: the effects of reading and writing on word knowledge. *Studies in Second Language Acquisition* 27,1(2005), 33-52.

Yamada, K

Lexical patterns in the eyes of intermediate EFL readers. *RELC Journal* 36,2(2005), 177-188.

Zareva, A

Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency. *System* 33,4(2005), 547-562.

Zareva, A, P Schwanenflugel and Y Nikolova.

Relationship between lexical competence and language proficiency: variable sensitivity. *Studies in Second Language Acquisition* 27,4(2005), 567-596.

FROM 2006:

Barcroft, J

Can writing a new word detract from learning it? More negative effects of forced output during vocabulary learning. *Second Language Research*, 22,4(2006), 487-497.

Boers, F, J Eyckmans, J Kappel, H Stengers and M Demecheleer

Formulaic sequences and perceived oral proficiency: putting a lexical approach to the test. *Language Teaching Research* 10,3(2006), 245-261.

Chikamatsu, N

Developmental word recognition: a study of L1 English readers of Japanese. *Modern Language Journal* 90,1(2006), 67-85.

de la Fuente, MJ

Classroom L2 vocabulary acquisition: investigating the role of pedagogical tasks and form-focussed instruction. *Language Teaching Research* 10(2006), 263-295.

Folse, K

The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly* 14,1(2006), 182-177.

Greidanus, T, B Beks, and R Wakely

Testing the Development of French Word Knowledge by Advanced Dutch- and English-Speaking Learners and Native Speakers, *Canadian Modern Language Review* 62,2(2006).

Iwasaki, H

Guessing meanings of unknown words in monolingual definitions: a case of Japanese EFL learners. In: **M Murata, K Minamide, Y Tono and S Ishikawa** (eds.) *English Lexicography in Japan*. Tokyo: Taishukan. 2006. 286-297.

Knodo-Brown, K

How do English L1 learners of advanced Japanese infer unknown Kanji words in authentic texts? *Language Learning* 56,1(2006), 109-153.

Laufer, B

Comparing focus on Form and Focus on FormS in second language vocabulary learning. *Canadian Modern Language Review* 63(2006), 149-166.

[no abstract](#)

Laufer, B and T Levitsky-Aviad

Examining the effectiveness of 'Bilingual Dictionary Plus' - a dictionary for production in a foreign language. *International Journal of Lexicography* 19(2006), 135-155.

Lee, SH and J Muncie

From receptive to productive: improving ESL learners use of four vocabulary in a post-reading composition task. *TESOL Quarterly* 40,2(2006), 295-320.

Milton, J and N Hopkins

Comparing phonological and orthographic vocabulary size: do some tests underestimate the knowledge of some learners? *Canadian Modern Language Review* 63(2006), 127-147.

Mochida, A and M Harrington

The Yes/No test as a measure of receptive vocabulary knowledge. *Language Testing* 23,1(2006), 73-98.

Mudraya, O

Engineering English: a lexical frequency instructional model. *English for Specific Purposes* 25,2(2006), 235-256.

Nasserji, H

The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success. *Modern Language Journal* 90,3(2006), 387-401.

Nation, ISP

How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review* 63,1(2006), 59-82.

Pigada, M and N Schmitt

Vocabulary acquisition from extensive reading: a case study. *Reading in a Foreign Language* 18,1(2006), 1-28.

Sagarra, N and M Alba

The key is the keyword: L2 vocabulary learning methods with beginning learners of Spanish. *Modern Languages Journal* 90(2006), 228-243.

FROM 2007:

Agustín Llach, MP, and RM Jiménez Catalán

Measuring lexical knowledge through the lexical accuracy ratio. *Language Forum* 33,2(2007), 65-84.

Agustín Llach, MP, and RM Jiménez Catalán

Lexical reiteration in EFL young learners' essays: does it relate to the type of instruction? *International Journal of English Studies* 7,2(2007), 85-103.

Aizawa, K and T Iso

Estimating word difficulty: the divergence from frequency levels. *Annual Review of English Language Education in Japan* 18(2007), 11-120.

Alcón, E

Incidental focus on form, noticing and vocabulary learning in the EFL classroom. *International Journal of English Studies* 7,2(2007), 41-60.

Almela, M and A Sánchez

Words as 'lexical units' in learning/teaching vocabulary. *International Journal of English Studies* 7,2(2007), 21-40

Barcroft, J

Effects of opportunities for word retrieval during second language vocabulary learning. *Language Learning* 57,1(2007), 35-56.

Barker, D

A personalised approach to analysing 'cost' and 'benefit' in vocabulary selection. *System* 35,4(2007), 523-533.

Bruton, A

Vocabulary learning from dictionary reference in collaborative translational writing. *System* 35,3(2007), 353-387.

Ching-Shyang Chang, A

The impact of vocabulary preparation on L2 listening comprehension, confidence and strategy use. *System* 35,4(2007), 534-550.

Doró, K

The use of high- and low-frequency verbs in English native and non-native student writing. In: **Z Lengyl and J Navracsis** (eds.) *Second Language Lexical Processes: applied linguistic and psycholinguistic perspectives*. Clevedon: Multilingual Matters. 2007. 117-132.

Hyland, K and P Tse

Is there an "academic vocabulary"? *TESOL Quarterly* 41(2007), 235-253.

Loucky, JP and J Spiri

Systematic ways of teaching, studying and testing high frequency vocabulary online. *Language Forum* 33,2(2007), 101-114.

Maby, M

Second language acquisition of polysemous words. In: **P Davidson, C Coombe, D Lloyd and D Palfreyman** (eds.) *Teaching and learning vocabulary in another language*. TESOL Arabia. 2007.

Manchón, RM, L Murphy and J Roca

Lexical retrieval processes and strategies in second language writing: a synthesis of empirical research. *International Journal of English Studies* 7,2(2007), 149-174.

Morimoto, S and S Loewen

A comparison of the effects of image-schema-based instruction and translation-based instruction on the acquisition of L2 polysemous words. *Language Teaching Research* 11,3(2007), 347-372.

Nation, ISP and D Beglar

A vocabulary size test. *The Language Teacher* 31,1(2007), 9-13.

Peters, E

The relationship between L2 learners' online dictionary use and word retention. *Language Forum* 33,2(2007), 45-64.

Pulido, D

The effects of topic familiarity and passage sight vocabulary on L2 lexical inferencing and retention through reading. *Applied Linguistics* 28,1(2007),87-112.

Read, J

Second language vocabulary assessment: current practice and new directions. *International Journal of English Studies* 7,2(2007), 105-125.

Sánchez, A and RM Manchón

Research on Second Language Vocabulary Acquisition and learning: an introduction. *International Journal of English Studies* 7,2(2007), vii-xvi.

Siyanova, A and N Schmitt

Native and nonnative use of multi-word vs one-word verbs. *IRAL* 45,2(2007) 119-139.

Webb, S

Learning word pairs and glossed sentences: the effects of a single context on vocabulary knowledge. *Language Teaching Research* 11,1(2007), 63-81.

Webb, S

The effects of repetition on vocabulary knowledge. *Applied Linguistics* 28,1(2007), 46-65.

Zapata, G and N Sagarra

Computer Assisted Language Learning 20,2(2007), 153-171.

FROM 2008:

Broady, E

Fragmentation and consolidation: recent articles on vocabulary acquisition. *Language Learning Journal* 36,2(2008), 259-265.

David, A

Vocabulary breadth in French L2 learners. *Language Learning Journal* 36,2(2008), 167-180.

Erten, IH and M Tekin

Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically related sets. *System* 36,3(2008), 407-422.

Fitzpatrick, T, I AlQarni and PM Meara

Intensive vocabulary learning: a case study. *Language Learning Journal* 36,2(2008), 239-248.

Henriksen, B Declarative lexical knowledge. In: **Albrechtsen, D, K Haastrup and B Henriksen.** *Vocabulary and writing in a first and second language.* Basingstoke: Palgrave Macmillan. 2008. 22-66.

Hilton, H

The link between vocabulary knowledge and L2 fluency. *Language Learning Journal* 36,2(2008), 153-166.

Hsu, J-YT and C-Y Chiu

Lexical collocations and their relation to speaking proficiency. *The Asian EFL Journal Quarterly* 10,1(2008), 181-193.

Kaivanpanah, S and M Alavi

The role of linguistic knowledge in word-meaning inferencing. *System* 36,2(2008), 172-195

Keating, GD

Task effectiveness and word learning in a second language: the involvement load hypothesis on trial. *Language Teaching Research* 12,3(2008), 365-386.

Kim, Y

The role of task induced involvement and learner proficiency in L2 vocabulary acquisition. *Language Learning* 58,2(2008), 285-325

Kim, Y

The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *Modern Language Journal* 92,1(2008), 114-130.

Klapper, J

Deliberate and incidental: vocabulary learning strategies in independent second language learning. In: **MS Hurd and T Lewis** (eds.) *Language Learning Strategies in Independent Settings.* Clevedon: Multilingual Matters. 2008. 159-178.

Laufer, B and N Girsai

Form Focussed Instruction in second language vocabulary learning: a case for contrastive analysis and translation. *Applied Linguistics* 29,4(2008), 694-716.

Laufer, B and N Girsai

Examining the effectiveness of "Bilingual Dictionary Plus" - a dictionary for production in a foreign language. *International Journal of Lexicography* 19(2006), 135-155.

Milton, JL

Vocabulary uptake from informal learning tasks. *Language Learning Journal* 36,2(2008), 227-237.

Min, H-T

EFL vocabulary acquisition and retention: reading plus vocabulary enhancement activities and narrow reading. *Language Learning* 58,1(2008), 73-115.

Richards, B, D Malvern and S Graham

Word frequency and trends in the development of French vocabulary in lower-intermediate students during year 12 in English schools. *Language Learning Journal* 36,2(2008), 199-213.

Schmitt, N

Instructed second language vocabulary learning. *Language Teaching Research* 12,3(2008) 329-364.

Staehr Jensen, L

Vocabulary size and the skills of listening, reading and writing. *Language Learning Journal* 36,2(2008), 139-152.

Swain, M and S Lapkin

Lexical learning through a multi-task activity: the role of repetition. In: **TW Fortune and DJ Tedick** (eds.) *Pathways to multilingualism: Evolving perspectives on immersion education*. Clevedon: Multilingual Matters. 2008.

Watts, ML

Clause type and word saliency in second language incidental vocabulary acquisition. *The Reading Matrix* 8,1(2008), 1-22.

Webb, S

Receptive and productive vocabulary size of L2 learners. *Studies in Second Language Acquisition* 30,1(2008), 79-95.

**University of Central Florida
College of Nursing
MSN/DNP Curriculum and APG Committee**

**Proposal and Supporting Documents for post BSN-DNP Program
Adult/Gerontology and Family Nurse Practitioner and Adult/Gerontology
Clinical Nurse Specialist Tracks**

And Revisions Post MSN-DNP Program

Summary of Post-Baccalaureate to DNP Program Proposal

Rationale:

The recommendation of the American Association of Colleges of Nursing's (AACN) is for preparation for specialization in nursing that occurs at the doctoral level by 2015. The Doctor of Nursing Practice (DNP) is the degree associated with practice focused doctoral education in the advanced practice nursing (APN) roles of clinical nurse specialist, nurse anesthetist, nurse midwife, and nurse practitioner.

In 2007 and in accord with this recommendation, the University of Central Florida (UCF) College of Nursing initiated a post-master's entry level Doctor of Nursing Practice (DNP) Program. The College of Nursing has now developed and is prepared to implement a post-baccalaureate nursing entry level for the DNP (post-BSN DNP) program.

DNP Program Development Foundations:

The essential features of this program include the following: prepares nurses at the highest level of practice for the current healthcare environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and analysis of practice including completion of the residency project during the clinical residency year.

The DNP program is founded on the American Association of Colleges of Nursing (AACN) *Position Statement on the Practice Doctorate in Nursing* and the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, *The Doctorate of Nursing Practice: Essential Competencies for Practice*, and the UCF College of Nursing expertise in doctoral education.

Target Audience:

The target audience for the DNP program is nurses who hold either a Baccalaureate In Nursing or a Master's degree in Advanced Practice Nursing and who live in the State of Florida.

Curriculum:

The planned DNP program is a minimum of 80 to 82 credits beyond the BSN for students specializing in a Family Nurse Practitioner (FNP), Adult-Gerontology Nurse Practitioner (ANP), or Adult-Gerontology Clinical Nurse Specialist (CNS) role. There is a requirement for 1000 clinical practice hours beyond the Baccalaureate.

Students will earn an MSN degree after completion of didactic and clinical courses required to earn an MSN in their specialty track. This will allow students to take required certification exams, become licensed as advanced practice nurses and begin working in the role as they finish their doctorate.

There will continue to be a post-master's level entry for the DNP program. This program will now be revised to coordinate and be a logical sequence of courses with the post-BSN DNP. Post-master's level entry students will be required to complete a minimum of 42 credits beyond their master's degree that include an additional 540 clinical practice hours.

Transition Plan

The post-BSN DNP program will admit part-time students only in the first year (2010-11). Both full-time and part-time students will be admitted thereafter. The decision to admit part-time students the first year is based on the need to allow currently enrolled MSN level nurse practitioner and clinical nurse specialist students to complete their programs of study under existing curricula and is also based on available College of Nursing resources.

The part-time plan of study for the post-BSN DNP program can be completed in 13 semesters. Students enrolled full-time in the post-BSN DNP program can complete the program in 10 semesters. The part-time plan of study for the post-master's DNP program can be completed in 8 semesters. Students enrolled full-time in the post-master's DNP program can complete the program in 5 semesters.

Impact on Current Resources

The revised courses are already staffed by qualified faculty and will require no additional resources. The new courses will replace existing course that are also already staffed by qualified faculty. As the prior MSN level program for the preparation of Advanced Practice Nurses closes, faculty who taught these courses will be free to teach the new courses.

Admission Criteria Post-BSN DNP

The following criteria will be used in making admission decisions for the post-BSN DNP:

- A bachelors degree in nursing from accredited institutions
- Licensure as a registered nurse in the state of Florida
- A competitive GRE score on the combined verbal and quantitative sections
- A TOEFL above 220 for students with English as a second language
- A written essay of no more than 500 words addressing goals for the DNP program and future professional practice as well as clearly reflecting population specialty track preference (i.e. ANP, FNP or CNS).
- Undergraduate cumulative or final 60 credit hours of coursework GPA of 3.0/4.0
- Two professional references that can describe the applicant's ability to be successful in a DNP program: one that can address clinical skills and one that can address academic potential.
- Resume (two page limit) which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- An interview with faculty may also be required

Other Graduate Nursing Academic Programs:

Master's nursing preparation in the roles of educator, clinical nurse leader and leadership and management will be continued. Based on community needs and college resources, the Pediatric Nurse Practitioner specialty preparation will be suspended.

Proposed Post-BSN DNP timeline:

Date/Time Period	Activity
August-September 2009	<ul style="list-style-type: none">• Present proposal to CON Graduate Department for approval (needs to be presented at 2 meetings; consider additional special agenda meeting or electronic discussion)
September-October 2009	<ul style="list-style-type: none">• Present proposal to CON faculty as information following Graduate Department approval
October-December 2009	<ul style="list-style-type: none">• Present proposal and new and revised courses to the Graduate Curriculum Committee for approval• Once approved begin communicating and promoting program and application process
December 2009-February 2010	<ul style="list-style-type: none">• Begin accepting applications for part-time enrollment for fall 2010 Post-BSN DNP program (tentatively plan to extend due dates for applications for first cohort)
August 2010	<ul style="list-style-type: none">• Begin Post-BSN DNP program
August 2011	<ul style="list-style-type: none">• Complete existing Post-MSN level NP students• Following this, submit proposal to discontinue these tracks

Plans of Study for the full-time curriculum for Post-BSN and Post-MSN are included as a separate document.

Specific Courses proposed for the Post- BSN DNP are listed below. Courses with an asterisk (*) will also be included in the post-Master's DNP. Syllabi for these courses are included in a separate document. In clinical courses, one credit hour is equivalent to four clinical hours per week.

New Courses

NGR 6XXX Gender Related Primary Care (2)
NGR 6XXX Gerontologic Care for APNs (3)
NGR 6XXXL Gerontologic Care Clinical for NPs (2)
NGR 6XXXL Gerontologic Care Clinical for CNS (2)
NGR 5XXX Legal and Professional Behavior in Advanced Practice Nursing (3)
NGR 6XXX Pediatric Primary Care (3)
NGR 6XXXL Pediatric Primary Care Clinical (2)
NGR 6XXX Adult CNS I
NGR 6XXXL Adult CNS I Clinical
NGR 6XXX Adult CNS II
NGR 6XXXL Adult CNS II Clinical
*NGR 7XXX Concepts, Measurement, and Data Management (3)
NGR 5003 Advanced Health Assessment and Diagnostic Reasoning Concepts (3)

Revised Courses

NGR 6342L Women's Health for APNs Clinical (1)
NGR 6240 Adult 1 Primary Care (3)

NGR 6240L Adult 1 Primary Care Clinical (2)
NGR 6242 Adult II Primary Care (3)
NGR 6242L Adult II Primary Care Clinical (2)
NGR 6941: Nurse Practitioner Advanced Practicum (3)
NGR 6758: Clinical Nurse Specialist Advanced Practicum (3)

Existing (no changes) Courses

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning (2)
NGR 5800 Theory for Advanced Nursing Practice (3)
NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3)
NGR 6192 Pharmacology for Advanced Nursing Practice (3)
NGR 5638 Health Promotion (3)
NGR 6801 Research Methods for Advanced Practice Nursing (3)
*NGR 6723 Nursing Leadership and Management (3)
*NGR 7065 Advanced Clinical Management for APN (3)
*NGR 7748L Advanced Clinical Practice Selective for APN (3)
*NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3)
*NGR 6874 Nursing Environment Management (3)
*NGR 7892 Healthcare Systems and Policy (3)
*NGR7974 DNP Project (3-6)
*NGR 7948 DNP Residency (2-6)
*NGR 6813 Evidence-based Practice (3)

Doctor of Nursing Practice (DNP) (Suggested Catalog Description)

PROGRAM DESCRIPTION

The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project. This program has tracks for Baccalaureate and Master's Degree prepared nurses. Post-Baccalaureate nurses may prepare for Advanced Practice Nursing as Family Nurse Practitioners, Adult/Gerontology Nurse Practitioners or Adult/Gerontology Clinical Nurse Specialists. The full program is 80-82 credits. Students in these tracks earn the MSN degree and are eligible to sit for the certification examinations that require the MSN at the completion of 58-60 credit hours. The track for nurses who hold the MSN degree in an Advanced Practice specialty, and who wish to complete the DNP requires 42 credits beyond the MSN.

Students from all tracks will take course work corresponding to the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:

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

CURRICULUM

Post-BSN DNP Tracks

The Doctor of Nursing Practice curriculum requires a minimum number of credits beyond the Bachelor's degree: 82 credit hours for Family Nurse Practitioners; 80 credit hours for Adult/Gerontology Nurse Practitioners; and 81 for Adult/Gerontology Clinical Nurse Specialists. These include 58-60 credit hours of Master's level courses (See plans of study for detailed list). Students then move directly into the DNP level courses and complete a total of 22 credit hours of doctoral level courses. A total of 1000 practicum hours including those leading to the MSN are required to earn the DNP. The part-time plan of study can be completed in 13 semesters and the full time plan of study in 10 semesters.

Required Courses

Post-BSN DNP Core Courses (taken by all students)

- *NGR 5800 Theory for Advanced Nursing Practice (3 credit hours)
- *NGR 5141 Pathophysiology Bases for Advanced Nursing Practice(3 credit hours)
- *NGR 5XXX Advanced Health Assessment and Diagnostic Reasoning Concepts (3 credit hours)
- *NGRL 5003 Advanced Health Assessment and Diagnostic Reasoning Lab (1 clinical credit hour)
- *NGR 6192 Pharmacology for Advanced Nursing Practice (3 credit hours)
- *NGR 5638 Health Promotion (3 credit hours)
- *NGR 6801 Research Methods for Advanced Nursing Practice (3 credit hours)
- *NGR 5XXX Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
- *NGR 6723 Nursing Leadership and Management (3 credit hours)
- *NGR 6813 Evidence-Based Practice (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7XXX Concepts, Measurement and Data Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for APNs (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGRL 7748 Advanced Clinical Practice Selective for APN (3 clinical credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7974 DNP Project (6 credit hours)
- NGR 7948 DNP Residency (4 clinical credit hours)

*Required for the MSN

Specialty DNP Practice Courses: Family Nurse Practitioner

Family Nurse Practitioner students take all the core courses and these specialty courses:

- *NGR 6240 Adult I Primary Care (3 credit hours)
- *NGRL 6240 Adult I Primary Care Clinical (2 clinical credit hours; 120 practicum hours)
- *NGR 6XXX Gerontologic Care for APNs (3 credit hours)
- *NGRL 6XXX Gerontologic Care Clinical for NPs (2 clinical credit hours; 120 practicum hours)
- *NGR 6242 Adult II Primary Care (3 credit hours)
- *NGRL 6242 Adult II Primary Care Clinical (2 clinical credit hours; 120 practicum hours)

- *NGR 6XXX Gender Related Primary Care (2 credit hours)
- *NGRL 6342 Women's Health for Advanced Practice Nurses Clinical (1 clinical credit hour; 60 practicum hours)
- *NGR 6XXX Pediatric Primary Care (3 credit hours)
- *NGRL 6XXX Pediatric Primary Care Clinical (2 clinical credit hours; 120 practicum hours)
- *NGR 6941 Advanced Practice Practicum (3 credit hours; 180 practicum hours)

*Required for the MSN

Specialty DNP Practice Courses: Adult/Gerontology Nurse Practitioner

Adult/Gerontology Nurse Practitioner students take all the core courses and these specialty courses:

- *NGR 6240 Adult I Primary Care (3 credit hours)
- *NGRL 6240 Adult I Primary Care Clinical (2 clinical credit hours; 120 practicum hours)
- *NGR 6XXX Gerontologic Care for APNs (3 credit hours)
- *NGRL 6XXX Gerontologic Care Clinical for NPs (2 clinical credit hours; 120 practicum hours)
- *NGR 6242 Adult II Primary Care (3 credit hours)
- *NGRL 6242 Adult II Primary Care Clinical (2 clinical credit hours; 120 practicum hours)
- *NGR 6XXX Gender Related Primary Care (2 credit hours; 120 practicum hours)
- *NGRL 6342 Women's Health for Advanced Practice Nurses Clinical (1 clinical credit hour; 60 practicum hours)
- *NGR 6941 Advanced Practice Practicum (3 credit hours; 180 practicum hours)
- *Elective (3 credit hours)

*Required for the MSN

Specialty DNP Courses: Adult/Gerontology Clinical Nurse Specialist

Adult/Gerontology Clinical Nurse Specialist students take all the core courses and these specialty courses:

- *NGR 5720 Organizational Dynamics (3 credit hours)
- *NGR 6XXX Adult CNS I (3 credit hours)
- *NGRL 6XXX Adult CNS I Clinical (2 clinical credit hours; 120 practicum hours))
- *NGR 6XXX Gerontologic Care for APNs (3 credit hours)
- *NGRL 6XXX Gerontologic Care Clinical for CNS (2 clinical credit hours; 120 practicum hours)
- *NGR 6XXX Adult CNS II (3 credit hours)

- *NGRL 6XXX Adult CNS II Clinical (2 clinical credit hours; 120 practicum hours)
- *NGR 6941 CNS Advanced Practicum (4 credit hours; 240 practicum hours) (different title from other 6941)
- *Elective (3 credit hours)

*Required for the MSN

Post-MSN DNP Track

The Doctor of Nursing Practice curriculum requires a minimum of 42 credit hours beyond the master's degree, and an additional 540 clinical practice hours in a residency. The curriculum has been carefully constructed to incorporate the AACN competencies for DNP graduates.

Total Credit Hours Required:

42 Credit Hours Minimum beyond the Master's Degree

Required Courses

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

- NGR 6813 Evidence Based Practice (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7673 Epidemiological Principles for APN (3 credit hours)
- NGR 6723 Nursing Leadership and Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for APN (3 credit hours)
- NGR 7748 Advanced Clinical Practice Selective for APN (3 credit hours)
- NGR 7XXX Concept, Measurement and Data Management (3 credit hours)
- Electives (6 credit hours)

Information for All DNP Tracks: Post-BSN and Post-MSN

Residency—6 Credit Hours

The DNP residency will serve to provide an in-depth clinical experience for students. This advanced practicum will provide the opportunity to link policy making with clinical systems, translate research into practice and serve as change agents for health care. The clinical residency experience will be facilitated by an advanced practice expert clinician/teacher.

- NGR 7948 DNP Residency (3 credit hours) Practicum hours depend upon record review of hours completed at MSN level. DNP clinical hours will total 1000.

DNP Project—6 Credit Hours

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

- NGR 7974 DNP Project (3 credit hours) Repeated once

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

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

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

Progression

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

Graduation Requirements

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

INDEPENDENT LEARNING

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

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#) section of the Graduate Catalog. Applicants must [apply online](#). All requested materials must be submitted by the established deadline(s).

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

Post-BSN Track

- One official transcript (in a sealed envelope) from each college/university attended.
- BSN from an accredited institution
- Statistics course
- Official, competitive GRE score taken within the last five years.
- Licensure as a RN in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
- A written essay of no more than 500 words addressing goals for the DNP program and future professional practice as well as clearly reflecting population specialty track preference (i.e. ANP, FNP or CNS).
- Resume (two page limit) which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Three professional recommendations describing your ability to be successful in a DNP program. Include at least one clinical reference preferably from an Advanced Practice Nurse and one academic reference preferably from a nursing faculty member from a graduate program evaluating potential for doctoral study.
- An interview with faculty may also be required

Post-MSN Track

- One official transcript (in a sealed envelope) from each college/university attended.
- MSN degree in an APN specialty role (ANP, FNP, PNP, CNS) or a post-MSN certificate (ANP, FNP, PNP, CNS) from an accredited institution.
- Official, competitive GRE score taken within the last five years.
- Advanced Registered Nurse Practitioner (ARNP) licensure in the State of Florida required. (Out of state applicants must be eligible for licensure in Florida and must achieve ARNP licensure to begin clinical courses.).
- Certification as an APN preferred.
- A written essay of no more than 500 words addressing goals for the DNP program and future professional practice as well as clearly reflecting population specialty track preference (i.e. ANP, FNP or CNS).
- Resume (two page limit) which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), and activities with professional organizations. Two professional references that can describe the applicant's ability to be successful in a DNP program: one that can address clinical skills and one that can address academic potential.
- An interview with faculty may also be required.

Students are admitted to the program in the fall for the program of study; however, spring admissions are possible for a revised plan of study. Admission to the program is competitive, based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with the applicant's career goals. The College of Nursing accepts most qualified students.

Any change to the plan of study including transfer of courses must be approved by the MSN/DNP Committee. Students must obtain a UCF Graduate Petition Form from the College of Nursing Graduate Office and submit the completed petition to the College of Nursing Graduate Office for review by the Doctoral Committee.

Application Deadlines

Nursing Practice DNP	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Jan 15	-	-

FINANCIALS

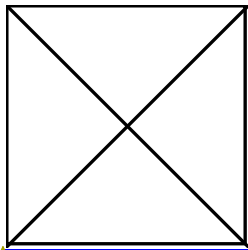
Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Student Finances](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [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 [Fellowships](#), which includes descriptions of UCF fellowships and what you should do to be considered for a fellowship.

Program Profile

Program Stats



Formatted: Font: (Default) Times New Roman, 12 pt

[View more stats](#)

Contact Info

Graduate Nursing Programs

Post BSN for Family NP and Adult/Gero NP

Dr. Diane Wink, PhD
wink@pegasus.cc.ucf.edu
407-823-5440

Post BSN for Adult Gero Clinical Nurse Specialist

Dr. Mary Lou Sole
msole@mail.ucf.edu
407-823-5133

Post MSN DNP all specialties

Dr. Elizabeth Rash
erash@mail.ucf.edu
407-823-1055

Graduate Admissions

Emily Styles

gradadmissions@mail.ucf.edu

Telephone: 407-823-2766 ext. 255

Millican Hall 230 [Map](#)

[Online Application](#)

[Graduate Admissions](#)

Formatted: Font: (Default) Times New Roman, 12 pt, Font color: Blue

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Sharon Preston

Telephone: 407-823-6497

Jennifer Parham

Telephone: 407-823-4337

Fax: 407-823-6442

gradfellowship@mail.ucf.edu

www.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@mail.ucf.edu

<http://finaid.ucf.edu>

[Catalog Home](#) | [About the Graduate Catalog](#) | [Events Calendar](#) | [Apply Now!](#)

BSN-DNP F-T

					Post BSN-DNP Full-Time		
Semester	Yr		Family	Cr	Adult-Gero NP		Adult-Gero CNS
Fall	1	10	5800 Theory (3)	10	5800 Theory (3)	10	5141 Pathophysiology (3)
			5141 Pathophysiology (3)		5141 Pathophysiology (3)		5720 Organizational Dynamics
			5003 Heath Assessment (3)		5003 Heath Assessment (3)		5003 Heath Assessment (3)
			5003L Heath Assess L (0,1)		5003L Heath Assess L (0,1)		5003L Heath Assess L (0,1)
Spring		11	6192 Pharmacology (3)	11	6192 Pharmacology (3)	11	5800 Theory (3)
			5638 Health Promotion (3)		5638 Health Promotion (3)		6192 Pharmacology (3)
			6240 Adult 1 Prim Care (3,0)		6240 Adult 1 Prim Care (3,0)		6XXX Adult CNS 1 (3)
			6240L Adult 1 Prim Care Clin (0,2)		6240L Adult 1 Prim Care Clin (0,2)		6XXXL Adult CNS 1 Clin (3)
Summer		8	6801 Research Meth APN (3)	8	6801 Research Meth APN (3)	8	6801 Research Meth APN (3)
			6XXX Gero Care APN (3)		6XXX Gero Care APN (3)		6XXX Gero Care APN (3)
			6XXXL Gero Care Clin NP (0,2)		6XXXL Gero Care Clin NP (0,2)		6XXXL Gero CNS Clin (0,2)
Fall	2	8	6242 Adult 2 Prim Care (3)	8	6242 Adult 2 Prim Care (3)	8	6XXX Adult CNS 2 (3)
			6242L Adult 2 Prim Care Clin (0,2)		6242L Adult 2 Prim Care Clin (0,2)		6XXXL Adult CNS 2 Clin (0,2)
			6XXX Gender Rel Prim Care (2)		6XXX Gender Rel Prim Care (2)		5638 Health Promotion (3)
			6342L Women's Hlth APN Clin (1)		6342L Women's Hlth APN Clin (1)		
Spring		11	5XXX Legal Prof Behav APN (3)	9	5XXX Legal Prof Behav APN (3)	10	5XXX Legal Prof Behav APN (3)
			6723 Nsg Leadership/Mgt (3)		6723 Nsg Leadership/Mgt (3)		6723 Nsg Leadership/Mgt (3)
			6XXX Ped Prim Care (3)		6941L APN Practicum (3)		6758L CNS Adv Practicum (4)
			6XXXL Ped Prim Care Clin (2)				
Summer		6	6941L APN Practicum (3)	6	Elective (3)	6	Elective (3)
			6813 Evidence-Based Practice (3)		6813 Evidence-Based Practice (3)		6813 Evidence-Based Practice (3)
			720 clinical hour		600 clinical hours		600 clinical hours
			MSN awarded		MSN awarded		MSN awarded

BSN-DNP F-T

					Post BSN-DNP Full-Time		
Semester	Yr		Family	Cr	Adult-Gero NP		Adult-Gero CNS
Fall	3	9	7065 Adv. Clinical Mgt APN (3)	9	7065 Adv. Clinical Mgt APN (3)	9	7065 Adv. Clinical Mgt APN (3)
			7748L Adv Clin Prac Mgt APN (0,3)		7748L Adv Clin Prac Mgt APN (0,3)		7748L Adv Clin Prac Mgt APN (0,3)
			7673 Epidemiology (3)		7673 Epidemiology (3)		7673 Epidemiology (3)
Spring		9	6874 Nursing Care Envir Mgt (3)	9	6874 Nursing Care Envir Mgt (3)	9	6874 Nursing Care Envir Mgt (3)
			7XXX Concepts, Meas, Data Mgt (3)		7XXX Concepts, Meas, Data Mgt (3)		7XXX Concepts, Meas, Data Mgt (3)
			7892 Healthcare Sys Policy (3)		7892 Healthcare Sys Policy (3)		7892 Healthcare Sys Policy (3)
Summer		5	7974 DNP Project (3)	5	7974 DNP Project (3)	5	7974 DNP Project (3)
			7948 DNP Residency (0,2)		7948 DNP Residency (0,2)		7948 DNP Residency (0,2)
Fall	4	5	7974 DNP Project (3)	5	7974 DNP Project (3)	5	7974 DNP Project (3)
			7948 DNP Residency (0,2)		7948 DNP Residency (0,2)		7948 DNP Residency (0,2)
			420 clinical hours		420 clinical hours		420 clinical hours
			1140 clinical hours		1020 clinical hour		1020 clinical hour
		82	Credits	80	Credits	81	Credits
			No electives		1 elective		1 elective



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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

College/Unit(s) Submitting Proposal: College of Science Proposed Effective Term/Year: Fall 2010

Unit(s) Housing Program: Department of Biology

Name of Program and/or track: Conservation Biology 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 ☐ Inactivation ☐ Deletion ☐ Revision
☐ Temporary Suspension of Admissions: Length of Suspension _____

Temporary suspension of admissions: the program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions.

Inactivation: the program will be removed from the online application. Admissions will be suspended to new students. A notation will be entered in the catalog to indicate that the program is being deleted. If students are currently in the program, the program will remain in the graduate catalog. Once the last students have graduated, the program will be removed from the catalog.

Deletions: the program will be removed from the online application. Admissions will be suspended to new students. A notation will be entered in the catalog to indicate that the program is being deleted. If students are currently in the program, the program will remain in the graduate catalog. Once the last students have graduated, the program will be removed from the catalog and deleted in all university records.

For program, track, or certificate additions or revisions:

1. Will students be moved from an existing program or track into this new program or track? ☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled: _____

2. Are you changing the name of an existing program or track? ☐ Yes ☒ No

If yes, provide the new name of the program or track: _____

Provide the name of the current program or track: _____

When is the name change effective? _____

Please Note: A name change will be effective on all diplomas on the effective date of change. This may affect students currently enrolled or those newly admitted.

3. Are you requesting a CIP Code change? ☐ Yes ☒ No

If yes, old CIP _____ new CIP _____

4. A "marked up" catalog copy MUST be included showing the changes for the existing description.

For program, track, and certificate inactivation or deletions:

1. Are students currently enrolled in the program? ☐ Yes ☐ No

2. If yes, attach a "teach out" plan for all current students specifying how they can finish the program or where students will be placed if being moved to another program. The "teach out" plan should specify when courses will be offered to enable students to finish.

Proposal
New MS Track in Conservation Biology

Biology Master of Science
Department of Biology

Program Implementation Date: Fall 2010

Purpose

We are proposing to create a new Biology MS track in Conservation Biology. This track will provide trained and experienced professionals who will meet the modern practical and administrative challenges that face the ‘real world’ practitioners of conservation biology. We also intend to pursue this track as a separate MS degree program. To this end, a white paper is being presented to the College of Sciences for consideration of this degree as a professional master’s program. Additionally, to secure funding for the students in this track and to show our further commitment to developing an excellent program, we are submitting a National Science Foundation (NSF) proposal for grant funded support of this program as a part of the Professional Science Master’s Program (NSF 09-607).

This track will consist of 40 hours at the graduate level, including 16 hours of core courses in conservation biology; 14 hours of professional development - including courses in communications, mathematics, philosophy, politics, public administration, and business management; and 10 credit hours of internship and research analysis.

State, local, and federal land management and regulatory agencies, private industry, and NGOs are just a few of the types of organizations that would benefit from students trained in this program as new employees. The program’s research cooperatives with organizations as diverse as Disney’s Animal Kingdom, the Nature Conservancy and the Orange County Environmental Protection Division points to the broad base of interest in the program as well as its need.

Though collaborative efforts with and Advisory Board of business and organizations in the community (see Appendix A), the Department of Biology developed this conservation biology track to introduce professionals into the work force who have both the research and professional expertise to effectively contribute to current environmental and community conservation needs and who are trained to fill the needs of the front-line organizations that are involved in conservation. By introducing experts who synergize research expertise, critical thinking, and leadership in conservation biology, this program has the potential to transform both the professionals who work in the discipline as well as the industry of conservation biology. This MS track in Conservation Biology is designed to create professionals who will bring “advanced, interdisciplinary, application-oriented scientific knowledge to their position” and who will have the ability to “readily contribute to the objectives, programs, and projects of employers in industry, government, and the nonprofit sector” (National Research Council, 2008).

All of the courses identified within this track are currently offered as a part of the Biology MS, the Conservation Biology PhD, or are offered as a part of other graduate degree programs at this university. The biology courses selected for this track have a conservation focus and are complemented by a strong and interdisciplinary professional development component. The required professional development component of the program offers a unique combination of interdisciplinary courses as well as structured and mentored biology courses that will develop the students’ presentation skills and provide them with the tools to write effective proposals and develop professional curriculum vitae. The professional development aspect of this program is enhanced through a choice of several courses offered by other disciplines, including the university’s School of Communication (interpersonal support in the workplace), the Department

of Public Administration (ethics and values in public administration; urban planning; land use and planning law; grant administration; nonprofit organizations), the College of Business (basic business management; negotiations; human resources management) and the Department of Political Science (environmental politics; global environmental politics).

This interdisciplinary selection of professional courses will provide skills that will be enhanced through internship experiences offered by partnering industries and businesses such as The Nature Conservancy, Dynamac Corporation, NASA's Kennedy Space Center, Orange County Environmental Protection Agency, East Central Florida Regional Planning Council, USGS Florida Water Science Center, Busch Entertainment Corporation (SeaWorld), Walt Disney World, and various environmental consulting firms. Students will obtain practical experience through these internships in industry, non-governmental organizations, or government agencies to apply the cutting edge principles learned in the classroom to problem solving in conservation biology.

Career/Student Outcomes

In 2007, the Biology MS program underwent an academic program review, and the external evaluator identified that the non-thesis track of the current Biology M.S. program would greatly benefit from being developed into a professional master's program. The department chose to focus on the conservation biology area as Florida is one of the top 5 states in the nation in terms of environmental/conservation employment. Florida's ocean and coastal economy is valued at over \$580 billion per year. Florida has a deep pool of marine and coastal education and research programs with an estimated 2,925 jobs, \$154 million in annual wages, and over 2000 students in marine degree programs. Over 50 universities and non-governmental organizations conduct marine research and education programs with estimated annual budgets exceeding \$270 million/year (data from 39 of 55 programs polled).

The current Biology MS program successfully produces teachers, consultants, and state/federally employed biologists. Of the 111 students who graduated from our program during the period 2001-2008, we have data for 109 individuals. For those for which we have data, 66% (n=72) are employed in the field as biology teachers (high school or community college), biological consultants, or state or federal agency biologists, 25% (n=27) went on to undertake a PhD, 3% went on to either veterinary (n=2) or medical school (n=1), and 6% (n=7) are no longer in the field. Fully "94% of graduates were either employed in the field or went on to Ph.D. or professional programs" (program evaluation, 2008) and the addition of this enhanced MS in Conservation Biology is well suited to meet the needs of key constituencies in Florida and beyond.

The student learning outcomes associated with this degree program will be outlined in the department's institutional effectiveness plan as follows:

Outcome 1: Students will demonstrate a foundation of knowledge in the field of conservation biology necessary for related employment or future education.

Measure 1.1: After their first academic year, all students will be required to take an oral examination given by a committee of biologists. Performances will be communicated to the Graduate Committee to identify core concepts that are and are not well-understood.

Measure 1.2: Before graduation all students will be required publicly present and defend a research report, based on their internship, to a committee of biologists and their peers.

Outcome 2: Students will acquire the basic skills to do research and innovative work in the field of conservation biology and present it to their peers.

Measure 2.1: 50% of students will contribute to a presentation about their internship research at a professional society meeting prior to graduation.

Measure 2.2: 50% of students will contribute to a publication based on their internship work in a refereed journal within two years of graduation.

Outcome 3: 90% of graduates will obtain employment in a conservation biology related field or enter a Ph.D. or Professional Program within one year of graduation.

Measure 3.1: Graduates will be tracked by departmental survey to monitor the success rates of those seeking employment.

Measure 3.2: The acceptance rate of graduates who apply to Ph.D. or Professional Schools to which they applied will be tracked.

Target Audience/Needs Assessment

On average, our current MS in Biology program receives approximately 50-60 applicants each year of which we accept approximately 60%. At present approximately 30% of these applicants apply to the non-thesis track of our MS in Biology. The majority of these non-thesis students have expressed an interest in enrolling in a separate conservation biology degree program that has a research and professional development focus. It is these students who we will immediately serve by offering the conservation biology track of the MS degree. There may initially be a shift of a small number of students from the non-thesis option of our MS in Biology to this new track.

The specific needs and interest in our proposed degree derived from several sources. Primarily, there is an industry need in Florida for professionals who have a specialization in the field of conservation biology. Engagement of our Advisory Board in developing the program allowed us to tailor the curriculum to meet the needs of the stakeholders. Drawing from our experiences with our already successful MS in Biology and Ph.D. in Conservation Biology, this MS track in Conservation Biology will provide trained and experienced professionals who will meet the modern practical and administrative challenges that face the 'real world' practitioners of conservation biology and will set UCF at the forefront of training this next generation of conservation biologists. UCF is uniquely positioned with a faculty that has the research expertise and practical experience to train these new students.

Two hundred billion dollars is spent annually on environmental protection and conservation in the United States and this figure will likely increase as the country responds to growing needs for clean water, clean air, renewable energy, and effective mitigation and adaptive responses to emerging human health issues, climate change, and sea level rise. In comparison, the U.S. biotechnology industry has annual revenues of approximately \$70 billion. Demand for individuals trained in the fields of energy, human and environmental health, agriculture, environmental science, and conservation biology will be driven by national and global needs for clean water, food and environmental sustainability.

Unfortunately, the National Advisory Council for Environmental Policy and Technology (NACEPT, an independent advisory committee to U.S. EPA), indicated in 2008 that the U.S. no longer holds a position of environmental technology dominance in the marketplace. To regain a global leadership position in environmental science, universities, government and the private sector need to work together to train and employ the next generation of environmental scientists and engineers in America.

Admission Criteria

Students in this program will be required to demonstrate a foundation of knowledge in the field of biology necessary for related employment or future education. Applicants do not need to have an undergraduate degree in a biological science, but are expected to have 18 hours of biological sciences, including ecology and genetics. Courses in organic chemistry, calculus, and statistics are also recommended.

In addition to completing the UCF graduate application, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years. On average applicants to our MS program score 1250 on the GRE.
- Three letters of recommendation
- Résumé
- A written statement of past experience and research, area of interest, and immediate and long-range goals.
- A score of at least 230 (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 with degrees from a non-U.S. accredited institution.

Curriculum

This degree program will consist of 40 hours at the graduate level, including 16 hours of core courses in conservation biology; 14 hours of professional development - including courses in communications, mathematics, philosophy, politics, public administration, and business management; and 10 credit hours of internship and research analysis. Students admitted to this program will normally enroll into 18 hours (fall/spring) during the first year, and 22 hours (fall/spring/summer) the second year. This program is designed to be completed in two years.

Upon the approval of the Graduate Program Coordinator, a maximum of six hours of directed research (6918) or independent study (6908) may be used to meet degree requirements.

Core Courses (16 hours minimum)

Take 2 of the following 3 courses:

- | | |
|-----------|--|
| PCB 5045 | Conservation Biology 4 (3, 2) (fall) |
| PCB 6556 | Conservation Genetics 3 (3, 0) (spring) |
| PCB 6480C | Quantitative Conservation Biology 4 (3, 2) (spring) |

Plus take one course from each of the following Subject Areas below:

General Biology:

ENY 5006C	Entomology 4 (2, 6) (occasional)
PAZ 5235	Zoo and Aquarium Biology Management 3 (3, 0) (summer)
PCB 6365	Environmental Physiology 3 (3, 0) (fall)
PCB 6727	Comparative Animal Physiology 3 (3, 0) (fall)
ZOO 6520	Behavioral Ecology 3 (3, 0) (fall)
ZOO 5456C	Ichthyology 4 (2, 6) (spring)
ZOO 5463C	Herpetology 4 (2, 6) (spring)
ZOO 5475C	Field Ornithology 3 (0, 6) (spring)
ZOO 5486	Mammalogy 4 (4, 0) (spring)

Ecology:

BOT 6623C	Plant Ecology 4 (3, 3) (fall)
BSC 5332	Invasion Biology 3 (3, 0) (spring)
PCB 5435C	Marine Conservation Biology 4 (4, 0) (spring)
PCB 6035C	Wetland Ecology 4 (3, 3) (spring)
PCB 6046C	Advanced Ecology 5 (3, 4) (spring)
PCB 6048C	Restoration Ecology 4 (2, 4) (spring)
PCB 6328C	Landscape Ecology 4 (3, 2) (fall)
PCB 6466	Methods in Experimental Ecology 3 (3, 0) (fall)

Evolutionary Biology, Applied Mathematics, and Genetics:

BSC 5821	Biogeography 4 (4, 0) (spring)
MAP 5117	Mathematical Modeling 3 (3, 0) (fall)
MAP 6938	Mathematical Biology 4 (4, 0) (spring)
PCB 6675C	Evolutionary Biology 4 (3, 2) (fall)
PCB 6677	Molecular Evolution 3 (3, 0) (fall)

Professional Development (14 hours)

Two required courses:

PCB 6095	Professional Development in Biology I 1 (1, 0) (fall)
PCB 6096	Professional Development in Biology II 1 (1, 0) (spring)

Take 12 credit hours of courses from list below, or comparable courses as approved by the Graduate Program Coordinator

COM 6047	Interpersonal Support in the Workplace 3 (3, 0) (fall)
EDS 6100	Leadership 3 (3, 0) (fall, spring)
INR 6352	Global Environmental Politics 3 (3, 0) (occasional)
GEB 5516	Technological Entrepreneurship 3 (3, 0) (spring)
GEB 6115	Entrepreneurship 3 (3, 0) (fall)
GEB 6116	Business Plan Preparation 3 (3, 0) (spring)
MAN 6244	Organizational Behavior 1.5 (1.5, 0) (fall)
MAN 6448	Conflict Resolution and Negotiation 3 (3, 0) (spring)
MAN 6286	Strategic Innovation 3 (3, 0) (fall)
MAN 6305	Human Resources Management 3 (3, 0) (fall)
PAD 5041	Ethics and Values in Public Administration 3 (3, 0) (occasional)
PAD 5336	Introduction to Urban Planning 3 (3, 0) (fall)

PAD 5338	Land Use and Planning Law 3 (3, 0) (spring)
PAD 5850	Grant and Contract Management 3 (3, 0) (spring)
PAD 6142	Nonprofit Organizations 3 (3, 0) (fall, spring)
PAD 6353	Env. Program Management Research 3 (3, 0) (occasional)
PAD 6397	Managing Emergencies and Crises 3 (3, 0) (occasional)
PHM 5035	Environmental Philosophy 3 (3, 0) (occasional)
PUP 6201	Urban Environmental Policy 3 (3, 0) (occasional)
PUP 6208	Environmental Politics 3 (3, 0) (occasional)
PUP 6247	Cont. Issues in Environmental Politics 3 (3, 0) (occasional)

Professional Experience (10 hours)

PCB 6946	Internship in Conservation Biology (8 credit hours total)
BSC 6909	Research Report 2 (2, 0)

Independent Learning

The internship program and the research report serves as the independent learning experience for this program.

Culminating Experience

Before graduation, all students will participate in an internship, take an oral examination, and present a final research report. If a student fails the oral examination or the final research report, a minimum of four weeks must pass before re-examination. The comprehensive exam and/or the final research report may be taken a maximum of two times. During their internship, students will play an active role in implementing active adaptive management - including monitoring components - on public and private lands.

A committee of biologists will oversee the oral examination, during which the students will be evaluated on their knowledge of key core concepts in conservation biology. Finally, their understanding, writing, and analytical skills will be evaluated by means of a written research report and departmental presentation that is based on their internship experience and completed in their final semester.

Faculty

Faculty Name	Graduate Faculty Status	Position
Crampton, William	Full	Assistant Professor
Fauth, John	Full	Associate Professor
Fedorka, Ken	Full	Assistant Professor
Hinkle, Ross	Full	Professor, Chair
Hoffman, Eric	Full	Assistant Professor
Jenkins, David	Full	Associate Professor
Noss, Reed	Full	Professor
Parkinson, Christopher	Full	Associate Professor
Quintana-Ascencio, Pedro	Full	Associate Professor
Von Holle, Betsy	Full	Assistant Professor

Walters, Linda	Full	Professor
Weishampel, John	Full	Professor
Worthy, Graham	Full	Professor

Program Administration

The MS in Conservation Biology program will be administered by the Graduate Program Coordinator who is responsible for the overall maintenance and development of the graduate program for the Department of Biology, including acting as Chair of the Graduate Committee. Their responsibilities include overseeing the admission of students into the programs, coordinating the curriculum and determining an appropriate program of study for graduate students, supervising all non-thesis graduate students, developing mechanisms for measuring and evaluating the program for Institutional Effectiveness, and representing the department in matters relating to our graduate programs.

The Coordinator is assisted by a Graduate Program Administrator who is responsible for implementing and assisting the graduate programs in the department and who will oversee the internship program. Their duties include coordination of classes, registering graduate students, changing and updating the graduate student manual, and the university graduate catalog, and updating of audits using programs of study that are agreed upon by the student and their faculty advisors to meet graduation requirements.

Role of the Graduate Committee

The Graduate program of the Department of Biology is administered through the Biology Graduate Committee, comprised of a Chair (Program Coordinator) and five additional members. Additionally, the Associate Chair of Biology serves on this Committee as a non-voting ex-officio member. Committee members are elected by enfranchised Department of Biology faculty members and will include both tenure-track and tenured Graduate Program Faculty, with a minimum of three tenured members. Committee members will serve three-year terms arranged so that at least one new member will be elected each year. The Biology Graduate Committee serves as the admissions committee; approves all programs of study for students enrolled in the program; recommends inclusion of new courses among program electives; hear and decide student appeals; and handle other academic issues as they arise.

Letters of Departmental Support

A written agreement from all involved units that they are in support of will provide courses to the track.

1. College of Business Administration:

From: Jaishankar Ganesh <jganesh@bus.ucf.edu>

To: Graham Worthy <gworthy@mail.ucf.edu>

Cc Foard Jones <fjones@bus.ucf.edu>,

Judy Ryder <jryder@bus.ucf.edu>

Date: Fri, Nov 6, 2009 at 3:51 PM

Hi Graham:

It was nice meeting you yesterday. The Management department chair (copied here), who also happens to be the interim Associate Dean for the graduate programs is very pleased to support the Professional Science Masters in Conservation Biology, and would like to offer the following courses to the students of your program:

Fall: MAN 6245 Organizational Behavior, MAN 6286 Strategic Innovation, MAN 6305 Human Resource Management, GEB 6115 Entrepreneurship

Spring: MAN 6448 Conflict Resolution, GEB 6116 Business Plan Preparation, GEB 5516 Technological Entrepreneurship

Also, if the students have problems enrolling in one or more of these classes, they can contact Ms. Judy Ryder (jryder@bus.ucf.edu), our admissions director, who will be able to help them get enrolled.

Good Luck with the program.

Jai

Jaishankar Ganesh
Associate Dean
Administration and Executive Education
College of Business Administration
University of Central Florida
407-823-5094

2. Department of Political Science:

From: Graham Worthy <gworthy@mail.ucf.edu>

To: Peter Jacques pjacques@mail.ucf.edu, jknuckey@mail.ucf.edu

Date: Fri, Oct 30, 2009 at 1:25 PM

Hi

I'm just following up on our previous correspondence regarding us including INR 6405 in our Professional Sciences MS in Conservation Biology. Could I get an email or memo from you stating that you support the inclusion?

Thanks, Graham

Graham A.J. Worthy, Ph.D.

Graham:

Yes, I have no problem with that. I'll copy Peter Jacques - the faculty member who teaches these classes too.

Regards,
Jonathan.

Dr. Jonathan Knuckey
Associate Professor
Graduate Program Director
Department of Political Science
University of Central Florida
Orlando
FL 32816

3. Department of Philosophy:

Graham Worthy wrote:

Hi

I am the graduate program coordinator for Biology and we are currently going through the process of developing a Professional Sciences MS in Conservation Biology. We would like to list PHM 5035 as one of our recommended courses and was wondering if you could tell me if it is regularly offered and if you could handle an additional 5-10 students in it.

Cheers, Graham

Graham A.J. Worthy, Ph.D.

From: Bruce Janz <janzb@mail.ucf.edu>

Sent at 9:48 PM (GMT-04:00). Current time there: 12:18 PM.

To: Graham Worthy <gworthy@mail.ucf.edu>

Graham: I've checked around, and I think it shouldn't be a problem for PHM 5035 to be listed in your program as a recommended course. As I think I mentioned, we have been offering it lately as a 4000/5000 course. It was offered in Spring 08, 09, and will be in Spring 10 as well. We haven't yet put together the schedule for 10-11, but I expect we'll run it regularly, barring the loss of personnel. So I think it should be safe to list, and we'd welcome knowledgeable bio students. The usual instructor for that course is Dr. Ronnie Hawkins, a philosopher who also has an M.D., and we have someone else who also works in environmental philosophy as well, Dr. Jane Compson. If you have any specific questions about the course (for instance, if students want to know what they're getting into), I'm sure Dr. Hawkins would be able to answer them.

Let me know if you have any other questions, and thanks for initiating this connection. We're always interested in finding ways to work with other departments for mutual benefit.

Bruce

4. Department of Public Administration:

From: Graham Worthy <gworthy@mail.ucf.edu>
Sent at 1:50 PM (GMT-04:00). Current time there: 12:23 PM.
To: Mary Ann Feldheim <mfeldhei@mail.ucf.edu>

Hi

We're in the final stages of putting together the white paper for the Prof.Sci. MS in Conservation biology we spoke of a few weeks ago and I was wondering if you could write an email or a memo stating that you would be supportive of some of our students taking the following courses?

As you recall we would probably be talking about 3 or 4 students in a given semester.

PAD 5041 Ethics and Values in Public Administration 3 (3, 0)
PAD 5336 Introduction to Urban Planning 3 (3, 0)
PAD 5338 Land Use and Planning Law 3 (3, 0)
PAD 5850 Grant and Contract Management 3 (3, 0)
PAD 6142 Nonprofit Organizations 3 (3, 0)
PAD 6353 Environmental Program Management Research 3 (3, 0)
PAD 6397 Managing Emergencies and Crises 3 (3, 0)

Cheers, Graham

Graham A.J. Worthy, Ph.D.

From: Mary Ann Feldheim <mfeldhei@mail.ucf.edu>
Sent at 8:49 AM (GMT-04:00). Current time there: 10:08 AM. ①
To: Graham Worthy <gworthy.po20.ucf-mc@mail.ucf.edu>

Mon, Aug 24, 2009 at 8:49 AM

Hi Graham,

We are developing a new Masters of Urban and Regional Planning program, and I would like to meet with you to talk about cross-over courses for that also. Please let me know when you might be able to meet to discuss a potential collaboration.

Mary Ann

Mary Ann Feldheim, Ph.D.
Chair and Associate Professor
UCF - Department of Public Administration

5. Nicholson School of Communication:

From: Graham Worthy <gworthy@mail.ucf.edu>
Sent at 10:15 AM (GMT-04:00). Current time there: 2:26 PM.
To: apryor@pegasus.cc.ucf.edu

Hi

I am the graduate program coordinator for Biology and we are currently going through the process of developing a Professional Sciences MS in Conservation Biology. We would like to list MMC 6612 as one of our recommended courses and was wondering if you could tell me if it is regularly offered and if you could handle an additional 5-10 students in it.

Cheers, Graham

Graham A.J. Worthy, Ph.D.

From: Burt Pryor <apryor@mail.ucf.edu>
Sent at 2:37 PM (GMT-04:00). Current time there: 2:26 PM.
To: Graham Worthy <gworthy@mail.ucf.edu>
Cc Kirsten Seitz <kseitz@mail.ucf.edu>

Date: Thu, Aug 20, 2009 at 2:37 PM

Graham:

Thanks for checking with me on this. Because of faculty attrition and the hiring freeze, we currently have no graduate faculty to teach MMC 6612. It seems unlikely that we will be able to offer it until we are able to hire additional graduate faculty. We cap our graduate classes at 20 and control registration into our classes with permission numbers. We open enrollment to students from other programs shortly before each semester begins. While I am pretty certain we would never have 10 seats available for a class, we may have 4 or 5 seats in a couple of classes that would be of help to you with your professional track. I am thinking of our Health Communication class (COM 6025) and Interpersonal Support in the Workplace (COM 6047). If your students are interested in these or other Communication classes, the contact person to get on the wait list that we open after our students have registered is Kirsten Seitz, copied above. Kirsten is the Graduate Program Assistant.

Please call me if would more clarification.

Burt Pryor

Appendix A:

External Advisory Committee

An External Advisory Committee has been formed who will assist in the future development of the curriculum, placement of students in internships, and raising monies to support our in-program students as well as to attract new students into the program.

Atchison, Jim	President & COO, Busch Entertainment Corporation
Britt, Doug	President & COO, Dynamac Corporation
Cunniff, Lori	Manager, Orange County Environmental Protection Division
Danter, Jeff	President, The Nature Conservancy Florida Chapter
DeFreese, Duane, Ph.D	VP Science and Technology, Aquafiber Technologies Corp.
Dennis, Michael, Ph.D.	President, Breedlove, Dennis and Associates
Garner, Lesley, Ph.D,	Chief Education Programs, NASA's Kennedy Space Center
Hinkle, C. Ross, Ph.D.	Professor & Chair, Department of Biology, UCF
Laurien, Phil	Exec. Director, East Central Florida Regional Planning Council
Ogden, Jackie, Ph.D.	VP, Animal Programs, Walt Disney World
Sumner, David, Ph.D.	Senior Hydrologist, Florida Water Science Center, USGS
Siegel, Rich, Ph.D.	Chair, Department of Biology, Towson University
Wheeler, Ray, Ph.D.	Biological Sciences Office, NASA's Kennedy Space Center

Master of Arts Elementary Education

Proposed Program Revision

Current	Proposed
Co-requisites: EDE 4223 and RED 4942	Co-requisite: EDE 4223
Total required program hours: 45	Total required program hours: 48
MAE 5318	MAE 6xxx (same faculty as 5318)
SCE 5315	SCE 6xxx (same faculty as 5315)
SSE 5115	SSE 6xxx (same faculty as 5115)
RED 4942 as corequisite	RED 5xxx within program hours (graduate faculty who teach RED 4942 will teach 5xxx)

Rationale

The Master of Arts Elementary Education program was revised in Fall 2007 to meet changes required by Florida statute; however, those changes resulted in fewer than 50% courses at the 6000 level. Three courses, MAE 5318, SCE 5315, and SSE 5115, have been revised to move to 6000 level to broaden their use in other graduate programs that require 6000 level courses and to meet the 50% at 6000 level requirement. Rationales for those specific course changes accompany the individual Course Action Requests for course revision.

At the same time, there is a need to add RED 5xxx Practicum in Reading Assessment and Instruction so that MA Elementary Education students have a graduate course that meets state Reading Endorsement Competency requirements. RED 4942 is in the current program to meet those requirements; however, content for RED 4942 actually follows the content in RED 5147 and RED 5517 in logical and application sequence. Having a 4000 level course follow a 5000 level course in program order is obviously problematic when the 4000 level course is listed as co-requisite; students assume they should take RED 4942 prior to the 5000 level courses.

The overall program hours for the Master of Arts Elementary Education program remain the same: 51 total hours. Current program hours include 6 hours of undergraduate corequisites plus 45 hours of graduate program hours. The proposed program hours include 3 hours of undergraduate corequisites plus 48 hours of graduate program hours. Both still total 51 hours. There will be no change in impact on faculty. Graduate faculty who teach RED 4942 will teach one section of RED 5xxx instead of one section of RED 4942; the same number of students will be attending but will moved to the appropriate section. Graduate faculty who teach MAE 5318, SCE 5315, and SSE 5115 will teach the new 6000 revised courses. There is no duplication or conflict for these courses.

Catalog Description Elementary Education Master of Arts Program

PROGRAM DESCRIPTION

The Master of Arts in Elementary Education program is a state-approved initial teacher certification program designed for individuals who have an undergraduate degree in a field other than Elementary Education (grades K-6) and who wish to become certified to teach in this field.

[Read More](#)

CURRICULUM

The Elementary Education MA requires a minimum of ~~48~~45 credit hours beyond the bachelor's degree. If the MA program will be providing a student's initial certification, 80 clock hours of field experience must be completed before enrolling in the supervised internship.

Total Credit Hours Required:

~~48~~45 Credit Hours Minimum beyond the Bachelor's Degree

The program requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the pre-professional level of performance for all twelve of the Florida Educator Accomplished Practices. Multiple artifacts and reflective analyses are required for each of the accomplished practices. In addition, all portfolios require a final reflective analysis of students' overall learning and professional development as the capstone portfolio entry. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. The program also requires an internship.

Preparation of a TESOL notebook is required. Students should plan to enroll in EDE 6933 and TSL 5085 early in the program to learn more about program requirements.

Co-requisites

Undergraduate courses are not counted in the ~~48~~5 credit hours of graduate courses that are required for the degree.

- EDE 4223 Integrating the Arts and Movement in Elementary School (3 credit hours)
- ~~RED 4942 Practicum in Assessment and Instruction in Reading (3 credit hours)~~


Required Courses—~~48~~³⁹ Credit Hours

Core—18 Credit Hours

- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment (3 credit hours)
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)
- EDE 6933 Elementary Education Seminar I (~~1~~² credit hours)
- EDE 6935 Elementary Education Seminar II (~~2~~⁺ credit hour)

Specialization—~~24~~⁺ Credit Hours

Note: EDE 6933 is a prerequisite or co-requisite for the specialization courses below.

- LAE 5319 Methods of Elementary School Language Arts (3 credit hours)
- LAE 5415 Children's Literature in Elementary Education (3 credit hours)
- MAE ~~6xxx5348~~ Current Methods in Elementary School Mathematics (3 credit hours)
- SCE ~~6xxx5345~~ Methods in Elementary School Science (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- ~~RED 5517 Classroom Diagnosis and Development of Reading Proficiencies~~
(Prerequisite: RED 5147) (3 credit hours)
- RED 5xxx Practicum in Reading Assessment and Instruction (Prerequisite: RED 5517) (3 credit hours)
- 
- SSE ~~6xxx5445~~ Methods in Elementary School Social Science (3 credit hours)

Formatted: Indent: Left: 0.5", No bullets or numbering

Internship—6 Credit Hours

Satisfactory completion of graduate internship requires the student to demonstrate proficiency in all 12 Florida Educator Accomplished Practices at the pre-professional level in accordance with State Board of Education Rule 6A-5.065.

- EDE 6946 Graduate Internship (6 credit hours)

Additional Program Requirements

- Complete a portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the 12 Florida Educator Accomplished Practices.
- Complete a TESOL notebook to address Florida ESOL competencies.
- Pass all applicable sections of the Florida Teacher Certification Examination.

INDEPENDENT LEARNING

A portfolio is required that demonstrates professional growth, reflection, and proficiency in the 12 Florida Educator Accomplished Practices. An internship is also required that demonstrates proficiency in all 12 Florida Educator Accomplished Practices.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#) section of the Graduate Catalog. Applicants must [apply online](#). All requested materials must be submitted by the established deadline(s).

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires one of the following: 1) a composite verbal-quantitative GRE score of at least 1000, **or** 2) having previously passed all four parts of the College Level Academic Skills Test (CLAST), **or** 3) passing all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT). Applicants who do not meet this requirement via option 1 (GRE) or 2 (CLAST), must take and pass the FTCE/GKT for admission.



Program Recommendation Form

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

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

Unit(s) Housing Program: _____

Name of Program and/or 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 ☐ Inactivation ☐ Deletion ☐ Revision
☐ Temporary Suspension of Admissions: Length of Suspension _____

Temporary suspension of admissions: the program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions.

Inactivation: the program will be removed from the online application. Admissions will be suspended to new students. A notation will be entered in the catalog to indicate that the program is being deleted. If students are currently in the program, the program will remain in the graduate catalog. Once the last students have graduated, the program will be removed from the catalog.

Deletions: the program will be removed from the online application. Admissions will be suspended to new students. A notation will be entered in the catalog to indicate that the program is being deleted. If students are currently in the program, the program will remain in the graduate catalog. Once the last students have graduated, the program will be removed from the catalog and deleted in all university records.

For program, track, or certificate additions or revisions:

1. Will students be moved from an existing program or track into this new program or track? ☐ Yes ☐ No

If yes, state the name of the program or track where students are currently enrolled: _____

2. Are you changing the name of an existing program or track? ☐ Yes ☐ No

If yes, provide the new name of the program or track: _____

Provide the name of the current program or track: _____

When is the name change effective? _____

Please Note: A name change will be effective on all diplomas on the effective date of change. This may affect students currently enrolled or those newly admitted.

3. Are you requesting a CIP Code change? ☐ Yes ☐ No

If yes, old CIP _____ new CIP _____

4. A "marked up" catalog copy MUST be included showing the changes for the existing description.

For program, track, and certificate inactivation or deletions:

1. Are students currently enrolled in the program? ☐ Yes ☐ No

2. If yes, attach a "teach out" plan for all current students specifying how they can finish the program or where students will be placed if being moved to another program. The "teach out" plan should specify when courses will be offered to enable students to finish.

Revised program

Instructional Technology (Instructional Systems Track)

PROGRAM DESCRIPTION

The Instructional Systems Track within the Master of Arts Program in Instructional Technology is designed for instructional designers, training developers and training specialists in business and industry. The program focuses on analysis, design, development and evaluation of training and professional development programs..

CURRICULUM

The Instructional Systems Track requires 36 credit hours beyond the bachelor's degree, including 15 credit hours of core courses, 12 credit hours of professional specialization courses, and 9 credit hours of elective courses, plus a 3-hour practicum.

No changes are proposed in (a) credit hour requirements, (b) required core courses, (c) elective options or (d) practicum requirements. The proposed changes are in the required professional specialization courses as noted in Table 1.

Table 1. Comparison of current and proposed Professional Specialization Courses

Current Program of Study	Proposed Program of Study
Professional Specialization Courses—12 Credit Hours <ul style="list-style-type: none">• EME 5057 Communications in Instructional Systems (I)• EME6507 Multimedia for Education and Training• EME6607 Planned Change in Instructional Technology• EME6705 Administration of Instructional Systems.	Professional Specialization Courses—12 Credit Hours <ul style="list-style-type: none">• EME 6XXX Instructional Development and Evaluation.• EME6507 Multimedia for Education and Training• EME6607 Planned Change in Instructional Technology• EME6705 Administration of Instructional Systems.

Specifically, we propose to replace the requirement to take EME5057 Communication in Instructional Systems with a new course (EME6XXX Instructional Development and Evaluation) both highlighted in yellow.

JUSTIFICATION

Currently, we address skills and knowledge related to instructional development and the formative and summative evaluation of training and educational programs in one course (EME6613 Instructional Systems Design) with additional coursework on multimedia production and instructional development provided by other production oriented elective courses (e.g., EME 6507, EME6209).

Input received from internship site supervisors during the 2007-2008 academic year recommended additional coursework and training for program candidates on flowcharting and

storyboarding, including additional knowledge and refined ability to apply the principles of message design.

In addition, EME5057 Communications in Instructional Systems was originally conceived and included in students' plan of study as a required specialization course for students enrolled in the Instructional Systems track. The course focused on communication theory, research and techniques that were foundational to the field in the 1970-80's. As a field, Instructional Technology has evolved rapidly over the last 10 years. While communication skills remain a core competency, they are now addressed as an integral of other courses and the deletion of EME5057 for students program of study has been proposed.

Considering the input received from internship site supervisors, along with our plans to delete EME5057 Communications in Instructional Systems, we've decided to divide the current instructional design course (EME6613) into two courses: (a) EME6613 which will still cover the systematic analysis and design of instructional materials and programs, and (b) EME66XX Instructional Development and Evaluation (which is being proposed here). A syllabus for the proposed new course on Instructional Development and Evaluation is attached.

The replacement of EME5057 Communications in Instructional Systems (I) with EME6XXX Instructional Development and Evaluation will help us remain competitive and meet the needs of current and prospective students in the field.

Prerequisite of “Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.” will be applied towards:

Course	Credit	Title	Prerequisites as of 8/2008
BOT 6623C	4(3,3)	Plant Ecology	PR: PCB 3044, and graduate standing or C.I.
BSC 5258L	3(0,3)	Tropical Biology Research and Conservation	PR: Graduate standing or C.I.
BSC 5821	4(4,0)	Biogeography	PR: Graduate standing or C.I.
ENY 5006C	4(2,6)	Entomology	PR: BSC 2010C and BSC 2011C and graduate standing or C.I.
PAZ 5235	3(3,0)	Zoo and Aquarium Biology Management	PR: Successful completion of PCB 3044 and PCB 3063 and C.I.
PCB 5045C	4(3,2)	Conservation Biology	PR: PCB 3044 and PCB 3063 or C.I.
PCB 5326C	5(3,2)	Ecosystems of Florida	PR: PCB 3044, PCB 3044L or equivalent, and graduate status or senior standing or C.I.
PCB 5435C	4(2,6)	Marine Ecology of Florida	PR: BSC 4312C, graduate status or senior standing, or C.I.
PCB 5665C	4(3,2)	Human Genetics	PR: PCB 3063, graduate status or senior standing, or C.I.
PCB 6035C	4(3,3)	Wetland Ecology	PR: PCB 3044 or equivalent, graduate standing, or C.I.
PCB 6040	1(1,0)	Methods of data collection and analysis in behavioral ecology	PR: Graduate standing and STA 5175 or STA 5176.
PCB 6046C	5(3,4)	Advanced Ecology	PR: Ecology, statistics and 2 years of biological science.
PCB 6047	1(1,0)	Advances in Plant Ecological Research	PR: Graduate standing or C.I.
PCB 6048C	4(2,4)	Restoration Ecology	PR: PCB 3044, BSC 4312C, and graduate standing or C.I.
PCB 6107C	4(3,2)	Advanced Cell Biology	PR: PCB 3063 and PCB 3023, and graduate standing, or C.I.
PCB 6108	4(4,0)	Concepts in Plant Cell Biology	PR: Graduate standing or C.I.
PCB 6256C	4(3,2)	Advanced Developmental Biology	PR: PCB 3063, and ZOO 4603C or equivalent, and graduate standing, or C.I.
PCB 6328C	4(3,2)	Landscape Ecology	PR: PCB 3044 and STA 2023, and graduate standing or C.I.
PCB 6365	3(3,0)	Environmental Physiology	PR: Physiology and ecology or C.I.
PCB 6466	3(3,0)	Methods in Experimental Ecology	PR: STA 5175 and STA 4173, and graduate standing, or C.I.
PCB 6480C	4(3,2)	Quantitative Conservation Biology	PR: MAC 2311, PCB 3044, STA 2014C, and graduate standing, or C.I.
PCB 6556	3(3,0)	Conservation Genetics	PR: PCB 3063 and PCB 4683, and graduate standing or C.I.
PCB 6585C	4(3,2)	Advanced Genetics	PR: Graduate standing and PCB 3063 or C.I.
PCB 6675C	4(3,2)	Evolutionary Biology	PR: PCB 3044 and PCB 3063 or C.
PCB 6677	3(3,0)	Molecular Evolution	PR: PCB 3063 and PCB 4683, and graduate standing, or C.I.
PCB 6727	3(3,0)	Comparative Animal Physiology	PR: An undergraduate course in animal physiology or equivalent.
ZOO 5456C	4(2,6)	Ichthyology	PR: ZOO 4310C, and graduate status or senior standing or C.I.
ZOO 5463C	4(2,6)	Herpetology	PR: 6 hours of zoology, and graduate status or senior standing, or C.I.
ZOO 5475L	3(0,6)	Field Ornithology	PR: PCB 3044 and graduate standing or C.I.
ZOO 6520	3(3,0)	Behavioral Ecology	PR: graduate status or senior standing, and C.I.

Biology Prerequisite Changes

Prerequisite of “Admission to the MS Biology or Certificate in Conservation Biology, or C.I.” will be applied towards:

Course	Credit	Title	Prerequisites as of 8/2008
PCB 6095	1(1,0)	Professional Development in Biology I	PR: M.S. Biology student.
PCB 6096	1(1,0)	Professional Development in Biology II	PR: PCB 6095.

Prerequisite of “Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, and C.I.” will be applied towards:

Course	Credit	Title	Prerequisites as of 8/2008
PCB 6415	1(1,0)	Advanced Topics in Behavioral Ecology	PR: Graduate standing and ecology or evolution course.
PCB 6936	1(1,0)	Current Research in Marine Vertebrate Ecology	PR: Graduate standing.

Prerequisite of “Admission to the Ph.D. in Conservation Biology or C.I.” will be applied towards:

Course	Credit	Title	Prerequisites as of 8/2008
PCB 7047	4(4,0)	Conservation Biology Theory	PR: One graduate level course in Ecology or closely related field (i.e.; environmental science) and C.
PCB 7052	1(1,0)	Seminar in Conservation Biology	PR: Admission to Ph.D. in Conservation Biology.
PCB 7090	1(1,0)	Advanced Research Communication I	PR: Admission to the Ph.D. program in Conservation Biology.
PCB 7091	1(1,0)	Advanced Research Communications II	PR: PCB 7090.

Graduate Council Curriculum Committee **Course Agenda for 12-03-2009**

College of Arts & Humanities Special Topics

AMH 5937 Sect 01 CAH-History 3(3,0)

ST: Florida Tourism: PR: Graduate Standing or C.I. An interdisciplinary historiography of American and Florida tourism.*Occasional.*

30 character abbreviation: **ST: Florida Tourism**

AMH 6938 Sect 01 CAH-History 3(3,0)

ST: Historical Documentary and New Media: PR: Graduate Standing or C.I. An introduction to researching and producing public history through new media.*Occasional.*

30 character abbreviation: **ST: Historical Doc & New Media**

Tabled. The next 4 courses are split classes.

THE 5937 Sect 01 CAH-Theatre 3(3,0)

ST: Cultural Diversity in Theatre: PR: Admission into the MFA/MA Theatre programs or C.I. Commonality of human experience among various groups through the study of dramatic literature.*Occasional.*

30 character abbreviation: **ST: Cult Diversity in Theatre**

AGENDA NOTES: Course Addition also being proposed.

THE 5937 Sect 01 CAH-Theatre 3(3,0)

ST: Global Theatre: PR: Admission into the MFA/MA Theatre program or C.I. Theatrical arts and traditions of various countries with an emphasis on non-western countries.*Occasional.*

30 character abbreviation: **ST: Global Theatre**

AGENDA NOTES: Course Addition also being proposed.

THE 5937 Sect 01 CAH-Theatre 3(3,0)

ST: Theatre for Social Change: PR: Admission into the MFA/MA Theatre programs or C.I. Theatre activist's impact on theatrical art forms.*Occasional.*

30 character abbreviation: **ST: Theatre for Social Change**

AGENDA NOTES: Course Addition also being proposed.

THE 5937 Sect 01 CAH-Theatre 3(3,0)

ST: Women in Theatre: PR: Admission into the MFA/MA Theatre programs or C.I. An overview of women's contributions to theatre.*Occasional.*

30 character abbreviation: **ST: Women in Theatre**

AGENDA NOTES: Course Addition also being proposed.

College of Education Special Topics

EME 6938 Sect 01 ED-Ed Research, Tech & Lead 3(3,0)

ST:Instructional Development and Evaluation: PR: EME 6613 Instrurctional Systems. The course addresses basic instructional development skills and formative and summative evaluation methods for training in business and industry with application to training educational settings.*Spring.*

30 character abbreviation: **ST:Instl Development & Evaluat**

AGENDA NOTES: Course Addition also being proposed.

MAE 6938 Sect 01 ED-Teaching & Learning Princ 3(3,0)

ST: Current Methods in Elem School Mathematics: PR: EDE 6933 (or co-requisite) or C.I. Strategies of instruction of computation and concepts of number, geometry, measurement, and algebra. Standards for teaching mathematics.*Occasional.*

30 character abbreviation: **ST: Curr Meth Elem Schl Math**

SCE 6938 Sect 01 ED-Teaching & Learning Princ 3(3,0)

ST: Methods in Elementary School Science: PR: EDE 6933 or C.I. Organization of instruction in elementary school science including methods, evaluation, materials, strategies, and current practices.*Occasional.*

30 character abbreviation: **ST: Meth in Ele School Science**

SSE 6938 Sect 01 ED-Teaching & Learning Princ 3(3,0)

ST:Methods in Elementary School Social Science: Study of instructional programs in social sciences; objectives; materials; techniques; current research; and their application in elementary school setting.*Fall, Spring.*

30 character abbreviation: **ST:Meth in Ele Sch Social Sci**

College of Arts & Humanities Course Action Additions

TSL 6XXX CAH-Modern Languages 3(3,0)

Diachronic Analysis of Second Language Acquisition Processes: PR: Graduate Standing or C.I. Analysis of current research on second language acquisition (SLA) processes across the life span.*Odd Fall.*

30 character abbreviation: **Diachronic Analysis SLA**

TSL 6XXX CAH-Modern Languages 3(3,0)

Second Language Vocabulary Acquisition: PR: Graduate Standing or C.I. and one of the following graduate research courses: TSL 6640, EDF 6481, EDF 7475, EDF 7403. Research on how learners acquire new vocabulary in a second language. Course requires extensive reading as well as original field research.*Even Spring.*

30 character abbreviation: **Sec Lang Vocab Acquisition**

TSL 7XXX CAH-Modern Languages 3(3,0)

Doctoral Internship: PR: Graduate Standing or C.I. Students work with faculty members to develop teaching competency and research focus through a professional teaching experience. May be used in the degree program a maximum of 2 times.*Fall, Spring.*

30 character abbreviation: **Doctoral Internship**

Tabled – more detail needed on the rigor of the graduate syllabus. Split class.

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

Brass Literature and Pedagogy: PR: Graduate Standing in Music or C.I. Significant brass repertoire, study materials and a review of teaching techniques for artistic brass performance.*Even Fall.*

30 character abbreviation: **Brass Literature and Pedagogy**

Tabled – paragraph needed on the differences in the graduate and UG course, explain grading scheme, and split the description from the objectives. Split class.

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

String Literature and Pedagogy: PR: Graduate Standing in Music or C.I. Study of string literature from the Baroque period to the 20th century, along with prominent pedagogical principles. *Odd Fall*.

30 character abbreviation: **String Literature and Pedagogy**

Tabled – syllabus to be redone by new faculty member. Split class.

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

Analysis of Twentieth Century Music: PR: Graduate Standing in Music or C.I. Analysis of music in a selection of the different styles practiced in the 20th century, with an emphasis on Western art music. *Fall*.

30 character abbreviation: **Analysis Twentieth C. Music**

Tabled – syllabus to be redone by new faculty member. Split class.

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

Counterpoint: PR: Graduate standing in Music or C.I. Principles of counterpoint and the study of contrapuntal styles in Western music from the 16th century to the present day. *Even Spring*.

30 character abbreviation: **Counterpoint**

Tabled - These are split classes.

THE 5XXX CAH-Theatre 3(3,0)

Cultural Diversity in Theatre: PR: Admission into the MFA/MA Theatre programs or C.I. Commonality of human experience among various groups through the study of dramatic literature. *Occasional*.

30 character abbreviation: **Cultural Diversity in Theatre**

AGENDA NOTES: Special Topic also being proposed.

THE 5XXX CAH-Theatre 3(3,0)

Global Theatre: PR: Admission into the MFA/MA Theatre programs or C.I. Theatrical arts and traditions of various countries with an emphasis on non-western countries. *Occasional*.

30 character abbreviation: **Global Theatre**

AGENDA NOTES: Special Topic also being proposed.

THE 5XXX CAH-Theatre 3(3,0)

Theatre for Social Change: PR: Admission into the MFA/MA Theatre programs or C.I. Theatre activists' impact on theatrical art forms. *Occasional*.

30 character abbreviation: **Theatre for Social Change**

AGENDA NOTES: Special Topic also being proposed.

THE 5XXX CAH-Theatre 3(3,0)

Women in Theatre: PR: Admission into the MFA/MA Theatre programs or C.I. An overview of women's contributions to theatre. *Occasional*.

30 character abbreviation: **Women in Theatre**

AGENDA NOTES: Special Topic also being proposed.

College of Nursing Course Action Additions

NGR 5XXX CON-Nursing 3(3,0)

Advanced Health Assessment and Diagnostic Reasoning Concepts: PR: Admission to the MSN or DNP Program; NGR 5003L and NGR 5141 or CI. Concepts and skills of advanced health assessment over the lifespan ; Application of the diagnostic reasoning process through differential diagnoses.*Spring.*

30 character abbreviation: **Adv Hlth Assess & Diagnos Reas**

NGR 5XXX CON-Nursing 3(3,0)

Legal and Professional Behavior in Advanced Practice Nursing: PR: Graduate Standing and Admission to the Graduate MSN or DNP Program. Examination of legal, ethical, cultural, and political issues related to professional advanced practice nursing.*Fall, Spring.*

30 character abbreviation: **Legal & Prof Behav Adv Pr Nurs**

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

Adult CNS I: PR: Admission to the DNP program, Adult CNS track; completion of NGR 5XXX (Advanced Health Assessment and Diagnostic Reasoning Concepts), NGR 5003L, NGR 5141, NGR 5720, or CI. Clinical nurse specialist (CNS foundation. Common problems relevant to adult acute care. CNS competencies of direct care, coaching, and ethical decision making.*Spring.*

30 character abbreviation: **Adult CNS I**

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

Adult CNS II: PR: NGR 6XXXC/L Adult CNS Im NGR ^XXX Gerontologic Care for Advanced Practice Nurse, NGR 6XXXL Gerontologic Care Clinical for CNS; C.I. Continuation of Adult CNS I. Management of acute and/or complex patients. CNS competencies of collaboration, consultation, systems leadership, and research.*Fall.*

30 character abbreviation: **Adult CNS II**

NGR 6XXX CON-Nursing 2(2,0)

Gender Related Primary Care: PR: Admission to the DNP program, FNP or ANP track; completion of NGR 5XXX (Advanced Health Assessment and Diagnostic Reasoning Concepts); NGR 5003L, NGR 5141 or C.I. Development of theoretical skills for evaluation, diagnosis, and management of the gender related health needs of men and women.*Fall.*

30 character abbreviation: **Gender Related Primary Care**

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

Gerontologic Care for APNs: PR: Admission to the DNP program, CNS, FNP or ANP track; completion of NGR 5XXX (Advanced Health Assessment and Diagnostic Reasoning Concepts), NGR 5003L, NGR 5141, C.I. Development of the theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities.*Occasional.*

30 character abbreviation: **Gerontologic Care for APNs**

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

Pediatric Primary Care: PR: Admission to the DNP program, FNP or ANP track; completion of NGR 5XXX (Advanced Health Assessment and Diagnostic Reasoning Concepts), NGR 5003L, NGR 5141 or C.I. Development of theoretical skills for evaluation, diagnosis, and management of the primary care

needs of children and their families, including common normal and abnormal variations in physical, cognitive, and psychological development.*Spring*.

30 character abbreviation: **Pediatric Primary Care**

NGR 6XXXL CON-Nursing 2(0,2)

Adult CNS I Clinical: PR: NGR 6XXX Adult CNS I. Development of multi-faceted CNS role. Emphasis on clinical expert, coaching, and ethical decision-making competencies of the CNS.*Spring*.

30 character abbreviation: **Adult CNS I Clinical**

NGR 6XXXL CON-Nursing 2(0,2)

Adult CNS II Clinical: PR: NGR 6XXX Adult CNS I, NGR 6XXX Adult CNS I Clinical; NGR 6XXX Gerontologic Care for Advanced Practice Nurses; NGR 6XXX Gerontologic Care Clinical for CNS. Continued development of the CNS role. Emphasis on direct care, collaboration, consultation, systems leadership, and research.*Fall*.

30 character abbreviation: **Adult CNS II Clinical**

NGR 6XXXL CON-Nursing 2(0,2)

Gerontologic Care Clinical for CNS: PR: NGR 6XXXC/L Adult CNS I. Development of CNS skills in management of an elderly population with acute and chronic conditions.*Occasional*.

30 character abbreviation: **Gerontologic Care Clin for CNS**

NGR 6XXXL CON-Nursing 2(0,2)

Gerontologic Care Clinical for NPs: PR: NGR 6XXX Gerontologic Care for APNs. Development of clinical skills for evaluation, diagnosis, and management of the gerontologic health care needs common normal and abnormal variations in physical, cognitive, and psychologic states.*Occasional*.

30 character abbreviation: **Gerontologic Care Clin for NPs**

NGR 6XXXL CON-Nursing 2(0,2)

Pediatric Primary Care Clinical: PR: NGR 6XXX Pediatric Primary Care. Development of clinical skills for evaluation, diagnosis, and management of the primary care needs of children and their families, including common normal and abnormal variations in physical, cognitive, and psychological development.*Spring*.

30 character abbreviation: **Pediatric Primary Care Clin**

NGR 7XXX CON-Nursing 3(3,0)

Concepts, Measurement, and Data Management: PR: Admission to DNP Program, NGR 6813 or equivalent, CI. Identification, analysis, and measurement of concepts; analysis and management of clinical data.*Spring*.

30 character abbreviation: **Concepts Measur & Data Mgmt**

College of Education Course Action Additions

EDF 7XXX ED-Ed Research, Tech & Lead 3(3,0)

Quantitative Research Synthesis: PR: Equivalent to EDF 6481 and EDF 7403. This course addresses the problem of the accumulation of evidence in scientific research through the use of quantitative methods for research synthesis and meta-analysis.*Spring*.

30 character abbreviation: **Quant Research Synthesis**

EME 6XXX **ED-Ed Research, Tech & Lead** **3(3,0)**

Instructional Development and Evaluation: PR: EME 6613 Instructional Systems. The course addresses basic instructional development skills and formative and summative evaluation methods for training in business and industry with application to training educational settings.*Spring*.

30 character abbreviation: **Instl Development & Evaluat**

AGENDA NOTES: Special Topic also being proposed.

RED 5XXX **ED-Teaching & Learning Princ** **3(3,0)**

Practicum in Reading Assessment and Instruction: PR: RED 5517. Practicum that requires application of reading assessment and instruction in order to increase reading proficiency of struggling readers. Concurrent K-12 field experiences required.*Fall, Spring*.

30 character abbreviation: **Pract in Reading Assess & Inst**

Health & Public Affairs Course Action Additions

IDS 7__ **HPA-Commun Sci & Disorders** **3(3,0)**

Professional Collaboration Around Language Issues: PR: Admission to Education Ph.D. program or C.I. Interdisciplinary approach to exploring issues in language and literacy for struggling children and adolescents and development of collaboration competencies in professionals from different disciplines.*Odd Fall*.

30 character abbreviation: **Prof Collab Language Issue**

College of Sciences Course Action Deletions

BOT 5485C **COS-Biology 3(2,3)**

Terrestrial Cryptogams: PR: BOT 4303C, graduate status or senior standing, or C.I. A lecture-laboratory survey course on the biodiversity and classification of terrestrial-cryptogams (bryophytes, ferns, and fern allies) with special emphasis on those found in Florida.*Occasional*.

Materials & Supply Fee: \$15.00

BSC 5817 **COS-Biology 3(3,0)**

Biology for AP Teachers: PR: Graduate status or senior standing or C.I. Participants will perform and evaluate the 12 required labs, analyze the design and grading of the exam, and develop a representative program.*Occasional*.

College of Education Course Action Deletions

EME 5057 **ED-Ed Research, Tech & Lead** **3(3,0)**

Communication for Instructional Systems—Application: Applications of technology, communications theory, platform skills, and instructional design to the effective presentation of training programs and instruction.*Occasional*.

College of Sciences Course Action Revisions

BOT 6623C Plant Ecology

4(3,3)

~~PR: PCB 3044, and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

The study of the abiotic and biotic processes that control the distribution of terrestrial flora at local, landscape, and global scales.

Materials & Supply Fee: \$15.00

BSC 5258L Tropical Biology Research and Conservation 3(0,3)

~~PR: Graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Research and conservation in New World tropics, including a field trip to Belize. Tropical biodiversity and forest ecology, integrating conservation strategies in research and communication.

BSC 5821 Biogeography

4(4,0)

~~PR: Graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Study of geographic variation in nature, ranging from past to present and from genes to ecosystems.

Materials & Supply Fee: \$15.00

ENY 5006C Entomology

4(2,6)

~~PR: BSC 2010C and BSC 2011C and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Morphology, physiology, ontogeny, behavior, ecology and population biology of insects.

Materials & Supply Fee: \$40.00

PAZ 5235 Zoo and Aquarium Biology Management 3(3,0)

~~PR: Successful completion of PCB 3044 and PCB 3063 and C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Conservation, propagation and exhibition of wild animals in captivity.

PCB 5045 Conservation Biology

4(4,0)

~~PR: PCB 3044 and PCB 3063 or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Scientific basis of conservation; conservation of ecosystems, populations, exploited species, and endangered species.

Materials & Supply Fee: \$15.00

PCB 5326C Ecosystems of Florida

5(3,2)

~~PR: PCB 3044, PCB 3044L or equivalent, and graduate status or senior standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Ecosystems of Florida will be discussed to include geography, geology, climate, energetics, nutrient cycling, community structure and conservation.

Materials & Supply Fee: \$15.00

PCB 5435C Marine Ecology of Florida

4(2,6)

~~PR: BSC 4312C, graduate status or senior standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Survey of experimental methods used in the study of marine communities in central and southern Florida, combining field manipulation and readings from primary literature.

Materials & Supply Fee: \$45.00

PCB 5665C Human Genetics

4(3,2)

~~PR: PCB 3063, graduate status or senior standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Human Genetics provides a theoretical framework for understanding the biology of the human species.

Materials & Supply Fee: \$15.00

PCB 6035C Wetland Ecology

4(3,3)

~~PR: PCB 3044 or equivalent, graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Advanced study of ecological structure, function, and diversity of wetlands. Lectures, discussions, and field-based labs, including management, laws, and restoration.

PCB 6040 Methods of Data Collection and Analysis in Behavioral Ecology **1(1,0)**

~~PR: Graduate standing and STA 5175 or STA 5176.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Discussion of methodology and data analysis in behavioral ecology. The methods and analyses discussed each semester vary depending on thesis topics and literature reviewed. Graded S/U. May be used in the degree program a maximum of 4 times.

PCB 6046C Advanced Ecology

5(3,4)

~~PR: Ecology, statistics and two years of biological science.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Population and community ecology with emphasis on growth, regulation, species interactions, succession, and community classification.

Materials & Supply Fee: \$15.00

PCB 6047 Advances in Plant Ecological Research **1(1,0)**

~~PR: Graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Current methodological and conceptual developments in plant ecological research. Examination of newly published and on-going research through presentations and group discussions. Graded S/U. May be used in the degree program a maximum of 2 times.

PCB 6048C Restoration Ecology

4(2,4)

~~PR: PCB 3044, BSC 4312C, and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Survey of the general ecological principles that guide restoration ecology: the process of assisting the recovery of degraded, damaged or destroyed ecosystems.

Materials & Supply Fee: \$45.00

PCB 6095 Professional Development in Biology I 1(1,0)
~~PR: M.S. Biology student.~~ PR: Admission to the MS Biology or Certificate in Conservation Biology, or C.I.

Methods in experimental design, research, and the ethics of animal research. Graded S/U.

PCB 6096 Professional Development in Biology II 1(1,0)
~~PR: PCB 6095.~~ PR: Admission to the MS Biology or Certificate in Conservation Biology, or C.I.
Preparation and presentation of research grants, scientific presentations, and scientific papers. Graded S/U.

PCB 6107C Advanced Cell Biology 4(3,2)
~~PR: PCB 3063 and PCB 3023, and graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Review of selected topics in cell biology with emphasis on current research in areas of membrane structure, protein targeting, cytoskeleton, signalling and cell cycle.
Materials & Supply Fee: \$15.00

PCB 6108 Concepts in Plant Cell Biology 4(4,0)
~~PR: Graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Survey of current topics in plant cell biology, including cytoskeletal dynamics, cell signaling, cell cycle regulation, protein targeting and organelle structure and function.

PCB 6256C Advanced Developmental Biology 4(3,2)
~~PR: PCB 3063, and ZOO 4603C or equivalent, and graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Lecture and literature review of emerging areas in plant and animal developmental biology.
Materials & Supply Fee: \$15.00

PCB 6328C Landscape Ecology 4(3,2)
~~PR: PCB 3044 and STA 2023, and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
Influence of spatial heterogeneity on ecological processes. Emphasizes quantitative methods (e.g., GIS, remote sensing and modeling) to characterize landscape patterns and dynamics.
Materials & Supply Fee: \$15.00

PCB 6365 Environmental Physiology 3(3,0)
~~PR: Physiology and Ecology or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.
The effects of major environmental factors on the physiology of plants and animals.
Materials & Supply Fee: \$15.00

PCB 6415 Advanced Topics in Behavioral Ecology 1(1,0)
~~PR: Graduate standing and ecology or evolution course.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, and C.I.

Discussion of the most recent literature (research) in behavioral ecology. Graded S/U. May be repeated for credit.

PCB 6466 Methods in Experimental Ecology 3(3,0)

~~PR: STA 5175 and STA 4173, and graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

An introduction to methods of population ecology. Experimental design, statistics, experimental variables and treatments and measurements of organisms and the environment.

PCB 6480C Quantitative Conservation Biology 4(3,2)

~~PR: MAC 2311, PCB 3044, STA 2014C, and graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Current methods of data analysis and modeling to evaluate biological population dynamics. May be used in the degree program a maximum of 2 times.

PCB 6556 Conservation Genetics 3(3,0)

~~PR: PCB 3063 and PCB 4683, and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Applications of genetic models to the understanding and conservation of animal and plant populations.

Materials & Supply Fee: \$15.00

PCB 6585C Advanced Genetics 4(3,2)

~~PR: Graduate standing and PCB 3063 or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Recent advances in genetics, stressing molecular and developmental trends.

Materials & Supply Fee: \$15.00

PCB 6675C Evolutionary Biology 4(3,2)

~~PR: PCB 3044 and PCB 3063 or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Review of modern concepts and theories in evolutionary biology with emphasis on readings in the primary literature.

Materials & Supply Fee: \$15.00

PCB 6677 Molecular Evolution 3(3,0)

~~PR: PCB 3063 and PCB 4683, and graduate standing, or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Provides an overview of molecular methods currently used to analyze diversity within and among species.

PCB 6727 Comparative Animal Physiology 3(3,0)

~~PR: An undergraduate course in animal physiology or equivalent.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Comparison of structural and functional adaptations of animal organ systems. Emphasis upon maximization of fitness under given environmental conditions.

Materials & Supply Fee: \$15.00

PCB 6936 Current Research in Marine Vertebrate Ecology 1(1,0)

~~PR: Graduate standing.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, and C.I.

Current research in the area of marine vertebrate ecology : readings, presentations and discussions. Graded S/U. May be used in the degree program a maximum of 5 times.

PCB 7047 Conservation Biology Theory 4(4,0)

~~PR: One graduate level course in Ecology or closely related field (i.e. environmental science) and C.I.~~ PR: Admission to the Ph.D. in Conservation Biology or C.I.

Review and analysis of the literature of conservation biology.

PCB 7052 Seminar in Conservation Biology 1(1,0)

~~PR: Admission to PhD~~ PR: Admission to the Ph.D. in Conservation Biology, Biology or C.I.

Discussions and presentations addressing the history and development of the field of Conservation Biology and its relevance to modern society. Graded S/U. May be used in the degree program a maximum of 3 times.

PCB 7090 Advanced Research Communication I 1(1,0)

~~PR: Admission to the PhD program~~ PR: Admission to the Ph.D. in Conservation Biology, Biology or C.I.

Philosophy and history of science, scientific ethics, scientific design, and presentation of scientific findings as related to conservation biology. Graded S/U.

PCB 7091 Advanced Research Communications II 1(1,0)

~~PR: PCB 7090.~~ PR: Admission to the Ph.D. in Conservation Biology or C.I.

Advanced skills for critically evaluating science to prepare and present research grants in the biological sciences. Graded S/U.

ZOO 5456C Ichthyology 4(2,6)

~~PR: ZOO 4310C, and graduate status or senior standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Introduction to the biology of the fishes, their classification, evolution, and life histories.

Materials & Supply Fee: \$25.00

ZOO 5463C Herpetology 4(2,4)

~~PR: PCB 3044 or PCB 4683 or equivalent.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Introduction to the biology of the amphibians and reptiles, their classification, evolution, and life histories.

Materials & Supply Fee: \$15.00

ZOO 5475L Field Ornithology 3(0,6)

~~PR: PCB 3044 and graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Introduction to the identification, taxonomy, natural history, and biology of birds, with emphasis on survey techniques and systematics.

Materials & Supply Fee: \$30.00

ZOO 6520 Behavioral Ecology

3(3,0)

~~PR: Graduate standing or C.I.~~ PR: Admission to the MS Biology, Ph.D. in Conservation Biology, or Certificate in Conservation Biology, or C.I.

Introduction to the field of Behavioral Ecology, which studies evolution of animal behavior in the wild.

College of Education Course Action Revisions

EME 6613 Instructional System Design

3(3,0)

~~PR: Graduate standing or C.I.~~

~~Systematic design of instruction including task analysis, learner analysis, needs assessment, content analysis, specification of objectives, media selection, evaluation and revision. Analysis of ID models.~~

This course focuses on the systematic analysis and design of instruction, including task, learner, and context analyses, objectives and learner assessments, media selection, flowcharting and storyboarding.

MAE 5318 Current Methods in Elementary School Mathematics 3(3,0)

MAE 6XXX

~~PR: EDG 4323.~~ PR: EDE 6933 or C.I.

~~Strategies of instruction of computation and concepts of number, geometry, and measurement; instructional materials. (Meets Elementary Education certification requirements.)~~

Strategies of instruction of computation and concepts of number, geometry, and measurement; and algebra. Standards for teaching mathematics.

RED 6116 Trends in Reading Education

3(3,0)

Advanced Study in Foundations of Reading

~~PR: Basic Teacher Certificate~~ PR: RED 5147 or C.I.

~~Analysis of historical development and current trends; management systems; instructional strategies and investigation of research.~~

Historical development and current research-based practice related to language and cognitive foundations of reading components: phonemic awareness, phonics, vocabulary, fluency, comprehension, investigation of research.

30 character abbreviation: Adv Study Founds Reading

~~SCE 5315~~ Methods in Elementary School Science

3(3,0)

SCE 6XXX

~~PR: EDG 4323.~~ PR: EDE 6933 or C.I.

Organization of instruction in elementary school science including methods, evaluation, materials, strategies, and current practices.

Materials & Supply Fee addition proposed: \$0.00

~~SSE 5115~~ Methods in Elementary School Social Science 3(3,0)

SSE 6XXX

~~PR: EDG 4323.~~

Study of instructional programs in social sciences; objectives; materials; techniques; current research; and their application in elementary school setting.