

**Graduate Council Curriculum Committee**  
**March 4, 2010**  
**12:00 p.m., MH 395**

**Agenda**

1. Welcome and call to order
2. Approval of minutes from meeting of 02/18
3. Initial Leader PK-12 Certification track inactivation, Ed Leadership EdD, COE
4. Previous Leader PK-12 Certification track inactivation, Ed Leadership, EdD, COE
5. Addition of a Social Science Education graduate certificate, COE
6. Revisions to the TESOL M.A. program, CAH
7. Addition of an e-Health Services Administration track, Health Sciences MS, COHPA
8. Courses and special topics
9. Adjournment

**Members of the Graduate Council Curriculum Committee:**

Patricia Bishop, Ex Officio for CGS  
Deborah Breiter, RCHM  
Jane Gibson, COM  
Amit Joshi, CBA  
Naim Kapucu, COHPA  
Jean Kijek, CON  
Eduardo Mucciolo, COS  
Joyce Nutta, COE, Chair  
Max Poole, Liaison for CGS  
Tison Pugh, CAH  
Martin Richardson, COP  
Sergio Tafur, GSA  
James Turkson, COM  
Art Weeks, CECS



## 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.

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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.

---

**RECOMMENDATIONS**

☐ Yes ☐ No

**Department Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

**College Curriculum Committee Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

**College Dean or Unit Head:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

**Chair, UPCC or GSC:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

**Dean, Undergraduate Studies or Graduate Studies:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approval:**

**Provost:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

☐ Department(s)

☐ Associate Registrar

☐ Faculty Senate

☐ College

☐ Institutional Research

☐ Information, Analysis & Assessment

☐ Registrar

☐ Academic Services

To: Dr. Sandra Robinson, Dean  
College of Education

Dr. Grant Hayes, Associate Dean for Graduate Studies  
College of Education

From: Dr. Rosemarye Taylor  
Educational Leadership Faculty Member

Date: January 22, 2010

Subject: Inactivation of the K12 Ed. D. in Educational Leadership Tracks:  
Initial Leadership Certification and Previous Leadership Certification  
Teach out plan

The Educational Leadership program faculty developed a new K12 track, the Executive E.D. in Educational Leadership, which was approved on January 21, 2010. This track replaces both of the previous K12 Ed. D. tracks and will admit students for the fall semester 2010. Therefore, it is requested to inactivate both of the current tracks—Initial Leadership Certification and Previous Leadership Certification.

As of summer 2010 no more students will be admitted to the current two tracks. The last students admitted in January 2010 were in a special Brevard cohort with previous educational leadership certification. This cohort will continue in the planned sequence until graduation.

The program faculty will communicate with the current Ed. D. students to determine their progress in the program of study and advise them accordingly. In 2009 only 4 students seeking initial certification and 2 students with certification were admitted. Advisors will meet individually with these 6 students. If the students are taking courses towards certification and have not begun the doctoral core, they will be given the option to transfer to the Executive Ed. D. For those who wish to continue with their current program of study core courses, specialization courses, and dissertation will be made available to them.

The scheduling of current doctoral courses will continue, along with the Executive Ed. D. course sequence, until such time as students have completed their program of study. As enrollment dwindles in the core and specialization courses current students will take these with the Executive Ed.D. students and then dissertation as their program of study indicates.

Since initial educational leadership certification is not required for the Executive Ed. D., students who want certification will have options of the modified core or Education Specialist programs.

CC: Dr. Michael Hynes



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Unit(s) Housing Program: \_\_\_\_\_

Name of Program and/or track: \_\_\_\_\_

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**RECOMMENDATIONS**

☐ Yes ☐ No

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**College Curriculum Committee Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

**College Dean or Unit Head:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Yes ☐ No

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**Approval:**

**Provost:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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CC: Dr. Michael Hynes

# ***Proposal to Establish a Certificate Program in Social Science Education***

**Submitted by**

**Scott Waring, Ph.D.**

**Social Science Education Program**

**Department of Teaching and Learning Principles**

**College of Education**

**University of Central Florida**

**January 28, 2010**

## **Proposal to Establish a Certificate Program in Social Science Education**

### Purpose, Target Audience, and Outcomes

The proposed Social Science Education Graduate Certificate has been created with a specific focus on providing students with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in social science education. The Social Science Education Graduate Certificate is for teachers who instruct students in social science content in grade levels K-12. The program is designed to improve the quality of teaching and learning in social science classrooms. Graduates of the K-12 Social Science program will form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in learning social science content.

The four courses proposed for the new certificate program in Social Science Education are current courses and can be incorporated into a Master's of Education program of study or taken as an add-on to an undergraduate or graduate education degree. A Master of Education in K-12 Social Science Education is available, and the Social Science Education Graduate Certificate can be transferred in its entirety into the master's program. In addition, the K-12 Social Science Education master's program is closely allied with the Ph.D. in Social Science Education. Graduates of the K-12 Social Science master's program have been very successful in completing advanced graduate degrees.

### Curriculum

12 Credit Hours Minimum beyond the Bachelor's Degree

#### Required Courses—6 Credit Hours

SSE 6388. Digital History in the K-12 Classroom

3(3,0). PR: Graduate standing or C.I. This course looks at the concept of digital history and how this pedagogical approach can and should be applied in the K-12 social studies classroom environment.

SSE 6636. Contemporary Social Science Education

3(3,0). PR: Basic Teacher Certificate of C.I. A survey of recent developments and contemporary programs in all areas of the social sciences.

### Elective Courses—6 Credit Hours

Choose two courses (6 credit hours) from the following:

EDS 5356. Mentoring and Clinical Supervision of Pre-professional Educators  
3(2,1). PR: C.I. The practical application of coaching and mentoring practices that satisfy the standards of clinical supervision and assure attainment of the Florida Educator Accomplished Practices.

SSE 5391. Global Education: Theory and Practice  
3(3,0). PR: Graduate standing or C.I. Examines the theoretical underpinnings of teaching about the world along with a variety of theoretically grounded teaching strategies for engaging students in global education.

SSE 5776. Democracy and Education  
3(3,0). PR: Graduate standing or C.I. Explores the intersection of theory and practice with regard to promoting democratic life in schools. Will examine competing theories of democracy and education, investigate problem areas in schools related to democracy, and consider examples of practice.

SSE 5790. Inquiry and Instructional Analysis in Social Science Education  
3(3,0). PR: Admission to M.A. program or alternative certification certificate program. Study of instructional programs in social science education and related scholarship; development of an inquiry about the intersection of theory and practice in social science teaching.

SSE 6387. Teaching with Film  
3(3,0). PR: Graduate standing or C.I. Selected strategies, trends, methods, materials, and legal issues for effectively incorporating film in the K-12 classroom. Selected topics include media literacy, film research, and making movies appropriate to educational settings.

SSE 6617. Trends in Elementary School Social Studies Education  
3(3,0). PR: Basic Teacher Certificate or C.I. Historical development and current trends, strategies for inquiry instruction, intellectual, social, and personal dimensions of social studies.

SSE 6938. Methods in Elementary School Social Science  
3(3,0). PR: EDG 4323. Study of instructional programs in social sciences; objectives; materials; techniques; current research; and their application in elementary school setting.

### Projected Enrollment and Recruitment

The expected enrollment is largely dependent upon the successful funding of two Department of Education grant proposals. Within each of these proposals, there is a provision that would provide for the funding of this graduate certificate for approximately 30 students each year for the next three to five years, beginning in the fall of 2010. If these particular grants are not funded, expected enrollment would be substantially less.

The College of Education (COE) at the University of Central Florida (UCF) Recruitment Model (Table 1) is designed to target exceptional scholars in the field of education, focusing on those from traditionally underrepresented groups, including persons with disabilities. The multifaceted Recruitment Model incorporates effective strategies aimed at national, state, community, university, and personal levels.

Table 1: Recruitment Model

<b>Domain</b>	<b>Recruitment Sources</b>
National	Universities, Colleges, Clearinghouses, Organizations, Agencies
State and Community	Florida DOE, Media, School District Personnel, Church Leaders
UCF	MPIE, Faculty Referrals, Professional Associations, Area Campuses, Graduates
Personal	Recommendations, Professional Contacts, Distribution of Literature

#### *National*

Personnel databases and membership lists from organizations and agencies will be utilized to recruit potential and practicing social science educators.

#### *State and Community*

Initiatives will capitalize on our collaborative efforts with numerous State and Local Educational Agency networks. School district partners currently provide assistance in project recruitment through dissemination of information to potential participants currently employed in local schools.

#### *University of Central Florida*

Recruitment efforts will include referrals of potential participants from faculty representing various colleges and serving on various UCF area campuses.

#### *Personal Level*

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

## Graduate Program Faculty and Support

### *Certificate Program Coordinator*

Scott M. Waring is an Assistant Professor and Program Coordinator for the Social Science Education Program at the University of Central Florida. He earned his B.S. and M.A. in Education from the University of South Florida and his Ph.D. from the University of Virginia in Social Studies Education, with a minor in Instructional Technology. He teaches elementary and secondary courses at the undergraduate and graduate level in social science education methodology, research, and theory. While at the University of Central Florida, Scott has won the University Excellence in Faculty Academic Advising Award, the Award for Excellence in Undergraduate Teaching, and the Award for Excellence in Academic Advising. He is the current chair of the Teacher Education and Professional Development Committee of the National Council for the Social Studies (NCSS) and vice-chair and chair-elect for the Society for Information Technology & Teacher Education (SITE) - Social Studies Special Interest Group. In addition, Scott serves as a member of the National Council for the Social Studies (NCSS) House of Delegates and is an executive board member for the College and University Faculty Assembly (CUFA – higher education affiliate of NCSS). He has been the principal investigator or co-principal investigator on funded grants totaling over \$2.3 million, including a Teaching with Primary Sources grant from the Library of Congress and two Teaching American History (TAH) grants. Scott has multiple journal articles and book chapters published focusing on the teaching and learning of history and the utilization of technology in social science teaching.

### *Supporting Faculty Member*

Dr. William B. Russell III is an Assistant Professor of Social Science Education at the University of Central Florida. He serves as the Social Science Education Ph.D. track coordinator and teaches social science education courses. Dr. Russell also serves as the executive director for *The International Society for the Social Studies* and is the editor of *The Journal of Social Studies Research*. His research interests include teaching with film and alternative methods for teaching social studies. Dr. Russell has authored over twenty-five journal articles related to social studies education and is the author of three books, *Teaching Social Issues with Film*, *Civil War Films for Teachers and Historians*, and *Using Film in the Social Studies*. Dr. Russell earned his Ph.D. in Social Science Education from Florida State University and prior to moving into higher education, taught middle and high school social studies.

### *Supporting Advisory Committee*

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

# Social Science Education Graduate Certificate

## PROGRAM DESCRIPTION

The Social Science Education Graduate Certificate is for teachers who instruct students in social science content in grade levels K-12. The program is designed to improve the quality of teaching and learning in social science classrooms. Graduates of the K-12 Social Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in learning social science content. The focus of the K-12 Social Science Education Graduate Certificate is providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in social science education.

### Other K-12 Social Science Programs

A Master of Education in K-12 Social Science Education is available, and the Social Science Education Graduate Certificate can be transferred in its entirety into the master's program. In addition, the K-12 Social Science Education master's program is closely allied with the Ph.D. in Social Science Education. Graduates of the K-12 Social Science master's program have been very successful in completing advanced graduate degrees.

## CURRICULUM

### Total Credit Hours Required:

12 Credit Hours Minimum beyond the Bachelor's Degree

### Required Courses—6 Credit Hours

- SSE 6388: Digital History in the K-12 Classroom (3 credit hours)
- SSE 6636: Contemporary Social Science Education (3 credit hours)

### Elective Courses—6 Credit Hours

Choose two courses (6 credit hours) from the following:

- EDS 5356. Mentoring and Clinical Supervision of Pre-professional Educators (3 credit hours)
- SSE 5391: Global Education: Theory and Practice (3 credit hours)
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- SSE 5790: Inquiry and Instructional Analysis in Social Science Education (3 credit hours)
- SSE 6387: Teaching with Film (3 credit hours)
- SSE 6617: Trends in Elementary School Social Studies Education (3 credit hours)

- SSE 6938: Methods in Elementary School Social Science (3 credit hours)

## Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must [apply online](#). All requested materials must be submitted by the established deadline(s).

Admission is open to those preferably with three years of experience teaching social science content in one of the grades K-12.

## Application Deadlines

<b>K-12 Social Science Education Certificate</b>	<b>Fall Priority</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Domestic Applicants</b>	-	Jul 15	Dec 1	Apr 15
<b>International Applicants</b>	-	-	-	-
<b>International Transfer Applicants</b>	-	-	-	-

## Contact Info

### Graduate Program

**Scott Waring Ph.D.**

Assistant Professor

[swaring@mail.ucf.edu](mailto:swaring@mail.ucf.edu)

Telephone: 407-823-1766

ED 206-J



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: Arts and Humanities Proposed Effective Term/Year: Fall 2010

Unit(s) Housing Program: Modern Languages

Name of Program and/or track: MATESOL

**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.)

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**RECOMMENDATIONS**

☒ Yes ☐ No

Department Chair: \_\_\_\_\_

Date: 02/02/2010

☒ Yes ☐ No

College Curriculum Committee Chair: \_\_\_\_\_

Date: 2/18/10

☐ Yes ☐ No

College Dean or Unit Head: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Yes ☐ No

Chair, UPCC or GSC: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Yes ☐ No

Dean, Undergraduate Studies or Graduate Studies: \_\_\_\_\_

Date: \_\_\_\_\_

Approval:

Provost and Executive Vice President: \_\_\_\_\_

Date: \_\_\_\_\_

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## Modern Languages and Literatures

February 2, 2010

TO: Graduate Studies Curriculum Committee

FROM: Kerry Purmenschky, Graduate Coordinator  
MATESOL Program

RE: Program Revisions beginning ~~Fall~~ 2010

### Rationale for the changes

We are currently updating our program to delete and add electives to keep our program up-to-date and pedagogically sound. These changes will not affect the ability of any student to graduate in a timely manner, will not change the Credit Hour requirements, will not alter the Core Courses in the program, and will not affect students in the ESOL Endorsement or TEFL Certificate programs. It will only affect the MATESOL graduate program, and our course offerings are sufficient to meet their needs with these changes.

### **Change #1 – Course Deletions with Rationale**

#### *Core Course alternatives*

~~EDF 6886 Multicultural Education (3 credit hours)~~. **Rationale:** This course is already listed as an Elective and should not also be listed as a Core Alternative

~~EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)~~. **Rationale:** We now offer a TSL6640 Research in Second Language. It is focused on Second Language Research which students need to take our Comprehensive Exam and for future studies in TESOL

#### *Electives*

**Rationale:** After extensive review by our faculty, we have determined that these elective course no longer meet the pedagogical and professional needs of our students in the MATESOL program. We also now offer alternatives to these courses within our TSL program. Because only a few of our students would take these electives, it will not significantly affect any program. Further, many of these courses were filled with the majors in that particular area, and our students could not take them because they were full.

#### Multicultural Education and Pedagogy

~~EDF 6155 Lifespan Human Development and Learning (3 credit hours)~~



## Modern Languages and Literatures

~~EDF 6216 Motivation in Learning and Performance (3 credit hours)~~

~~FLE 5875 Computer Application in Teaching Foreign Languages (3 credit hours)~~

~~SPN 5502 Hispanic Culture of the United States (3 credit hours)~~

~~RED 5147 Developmental Reading (3 credit hours)~~

### Research

~~EDF 6401 Statistics for Educational Data (3 credit hours)~~

~~EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)~~

~~EDF 6486 Research Design in Education (3 credit hours)~~

~~TSL 6640 Research in Second Language (3 credit hours)~~

## **Change #2 Course Additions with Rationale**

### *Electives*

#### Multicultural Education and Pedagogy

**ADD: EDH6305 Teaching and Learning in the Community College. Rationale: After review of the syllabus and discussion with the instructor, this course is an important addition to our program elective offerings. Approximately 30% of our students go on to teach ESOL in the community college setting, and this course will help prepare them for that career path.**

## CATALOG COPY MATESOL PROGRAM 2008-2009

Degree : MA

College : Arts and Humanities

Department : Modern Languages and Literatures

Option : Thesis, Nonthesis

Program Websites : <http://mll.cah.ucf.edu/>

## PROGRAM DESCRIPTION

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) provides students a strong foundation in language acquisition, use, and pedagogy.

[Read More ▼▲](#)

## CURRICULUM

The Teaching English to Speakers of Other Languages MA program requires a minimum of 30 credit hours beyond the bachelor's degree. Students may elect to follow the thesis (30 semester hours) or nonthesis (36 semester hours) plan of study. The thesis plan of study consists of 30 credit hours: 24 credit hours of core courses, 3 credit hours of electives, and 3 credit hours of TSL 6971 Thesis. The nonthesis plan of study requires 36 semester hours: 24 semester hours of core courses and 12 semester hours of electives. All students must take a written final comprehensive examination covering the core TSL courses.

### Total Credit Hours Required:

30-36 Credit Hours Minimum beyond the Bachelor's Degree

The thesis option is appropriate for those students wishing to research current issues in the discipline or eventually pursue a doctoral program in TESOL or related language field. By the end of the second semester, students wishing to pursue the thesis option should speak with the program director to seek approval and a recommendation for a thesis committee chairperson. Most students complete the nonthesis course of study so that they can focus more on course work related to specific aspects of TESOL, pedagogy, or education.

All courses require a final research project that allows students to propose, plan, research, develop, write, and present their research study. One research course, either TSL 6640 Research in Second Language or EDF 6481 Fundamentals of Graduate Research in Education, is required and should be taken in the first semester of study. A final cumulative course, TSL 6540 Issues in Second Language Acquisition, is required.

All students must take a comprehensive written examination covering the core TSL courses. This examination is normally taken in the last semester of graduate work and will be reviewed by members of the TESOL Graduate Committee. A student may take the comprehensive examination only twice, and a second examination will not be given in the same semester in which the first attempt occurred.

## Required Courses—24 Credit Hours

### Core

Eight required core courses provide a strong foundation in the content of the discipline.

- TSL 5525 ESOL Cultural Diversity or ~~EDF 6886 Multicultural Education (3 credit hours)~~
- TSL 6142 Critical Approaches to ESOL (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)
- TSL 6350 Grammar for ESOL Teachers (3 credit hours)
- TSL 6440 Problems in Evaluation in ESOL (3 credit hours)
- TSL 6642 Issues in Second Language Acquisition (3 credit hours)
- ~~TSL 6640 Research in Second Language or EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)~~
- TSL 5345 Methods of ESOL Teaching or TSL 6940 ESOL Practicum (3 credit hours)

### Elective Courses

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Electives provide for three distinct areas of interest: linguistics, multicultural education, and research. Students may opt to take their elective credit in one of these areas depending on their interests. A strong research base is available for students pursuing the thesis option and advanced graduate degrees. Nonthesis students must take 12 credit hours of electives. Thesis students must take 3 credit hours of electives.

#### TESOL

- TSL 5143 ESOL Strategies (3 credit hours) (**changed to TSL5325**)
- TSL 5380 Computers and Technology for ESOL (3 credit hours)
- TSL 5376 Reading and Writing in a Second Language (3 credit hours)
- TSL 5940 Issues in TEFL (3 credit hours)
- TSL 6252 Sociolinguistics for ESOL (3 credit hours)

#### Linguistics

- LIN 5137 Linguistics (3 credit hours)
- LIN 6932 Problems in Linguistics (3 credit hours)

### **Multicultural Education and Pedagogy**

- ~~EDF 6155 Lifespan Human Development and Learning (3 credit hours)~~
- ~~EDF 6216 Motivation in Learning and Performance (3 credit hours)~~
- EDF 6886 Multicultural Education (3 credit hours)
- ~~FLE 5875 Computer Application in Teaching Foreign Languages (3 credit hours)~~
- ~~SPN 5502 Hispanic Culture of the United States (3 credit hours)~~
- TSL 6940 ESOL Practicum (3 credit hours)
- ~~RED 5147 Developmental Reading (3 credit hours)~~
- SPA 6474 Assessment of Culturally and Linguistically Populations (3 credit hours)

ADD: EDH6305 Teaching and Learning in the Community College (3 credit hours)

### **Research**

ADD: This area of interest is met through the successful completion of TSL6640.

- ~~EDF 6401 Statistics for Educational Data (3 credit hours)~~
- ~~EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)~~
- ~~EDF 6486 Research Design in Education (3 credit hours)~~
- TSL 6640 Research in Second Language (3 credit hours)

### **Thesis—3 Credit Hours**

- TSL 6971 Thesis (3 credit hours)

### **INDEPENDENT LEARNING**

All students in the program are required to take TSL 6640 Research in Second Language and TSL 6642 Issues in Second Language Acquisition. Both classes have as a final project a research paper that organizes and summarizes knowledge in a chosen area of study. All classes in the program require a research paper/project allowing students to engage in independent learning.

**Addition of a new Track**  
**M.S. in Health Sciences – e-Health Services Administration Track**  
**Introduction**

The Master of Science in Health Sciences - *e*-Health Services Administration Track, is a proposed as a 24-month, full-time, distance learning course of study leading to a Master of Science Degree in Health Services Administration. The online *e*-MSHSA Track provides the opportunity for qualified professionals to complete their degrees while working full time, because time away from work and home is minimized with six one-week on-campus sessions over a 24-month period.

The program is designed specifically for self-motivated, mature, and experienced professionals who are seeking advanced preparation in management and administrative roles that ultimately lead to upper level executive positions in complex health services organizations.

This program targets working healthcare professionals with a minimum of three years of relevant professional experience, including managers, mid-career professionals, and clinicians. Successful applicants will demonstrate diversity in their educational, work, and life experiences, as well as a capacity to pursue a rigorous course of professional graduate study and assume increasingly responsible positions in the health care industry. In addition, applicants will need to meet the academic requirements detailed in the UCF Catalog.

The three advisory boards for the current MS/HSA Program have expressed a strong interest in the creation of an online program that their employees could utilize to expand their knowledge and skill level. The three advisory boards for the MS/HSA Program (Main, Cocoa, Daytona) represent a wide range of employers, including Orlando Health, Florida Hospital, Central Florida Regional Hospital, and Health Central. In addition, several other employers, including large medical group practices and local government organizations (East Central Florida Health Council and the Orange County Health Department) in the Central Florida Healthcare community also support the

creation of an online program tailored to working professionals. These organizations would lend their expertise to support the creation of this online program. The *e*-MSHSA Program would utilize the current advisory board for the Main Campus for the *e*-MSHSA Program

The purpose of the Master of Science in Health Sciences — *e*-Health Services (MS/HSA) Administration Track is to address and satisfy the distinct needs of our diverse consumer public and prepare students to function in a wide variety of managerial and supervisory health-care environments, ranging from rural to metropolitan, integrated delivery systems to free-standing clinical organizations, and operational activities to educational pursuits. The program strives to develop informed and responsive leaders who possess a capacity for critical thinking and creative problem-solving. As such, the proposed program would focus on the following core competencies:

#### *I. Communication*

- Build collaborative relationships through interpersonal communication
- Demonstrate effective writing skills
- Demonstrate effective oral communication and presentation skills

#### *II. Relationship Management*

- Working collaboratively in teams

#### *III. Leadership*

- Learn to hold self and others accountable for organizational goal attainment
- Planning and implementing change
- Conduct self assessments).
- Demonstrate systems thinking to discern potential impacts and consequences of decisions

#### *IV. Professionalism*

- Demonstrate ethical behavior and adhere to ethical business principles
- Participate in community service
- Learn to balance professional and personal lives
- Become lifelong learners

#### *V. Knowledge of the Healthcare Environment*

- Current healthcare trends
- Understanding of clinical and nonclinical roles and practice
- Standards and Regulations.
- Populations Health and Status Assessment.

#### *VI. Business Knowledge and Skills*

- Problem-solving and decision-making.
- Time management.
- Financial management.
- Human Resources management
- Organizational Dynamics and Governance.
- Strategic Planning.
- Marketing & Services Management
- Information Management / Understanding and Using Technology Skills.
- Risk Management.
- Quality Improvement / Performance Improvement.
- Quantitative Skills.
- Planning and Managing Projects.
- Health Policy Formulation, Implementation and Evaluation.
- Legal Principles Development, Application and Assessment.
- Economic Analysis and Application to Business Decisions.

### **Program Differences**

#### *Dichotomous Student Populations*

The creation of an *e*-MSHSA graduate program would resolve an ongoing challenge of trying to satisfy the educational needs of students with varying levels of expertise and work experience. The current traditional MS/HSA program typically has a large number of students (approximately 25%) who enter this course of study immediately upon completion of an undergraduate degree. These students often do not have meaningful experience in the healthcare industry. The candidates for admission to the *e*-MSHSA will typically have several years of experience in the healthcare industry and the program would be comprised of students who are returning to school to earn degrees that will solidify opportunities for promotion and advancement.

The needs of these two student groups are quite divergent: thus, the *e*-MSHSA option is positioned to accommodate the distinct needs of working professionals based upon their varying levels of preparation and the distinct needs of our diverse consumer public. For example, the *e*-MSHSA Program, would afford students who have years of prior health services experience an opportunity to complete the program without having to participate in an Internship placement as part of their curriculum. Hence, the streamlined curriculum for the *e*-MSHSA degree for the *e*-students would be six (6) credit hours less than that of the traditional program (please see Table 1: Curriculum Comparison). This reduction in credit hours required is in keeping with the guidelines of our accrediting agency (CAHME) and this, in their view, would not materially affect the accreditation status of our present MS/HSA Program.

Another obstacle confronting working professionals, who are enrolled in the current MS/HSA program, is the requirement to attend classes during a 40-50 hour work week. Attending live evening classes poses a significant hardship to these students and at times affects their ability to successfully complete the program. The *e*-MSHSA option would permit qualified individuals to fulfill their career obligations, while simultaneously providing them with an educational opportunity to advance in their respective careers.

#### *Geographic Limitations*

The traditional MS/HSA program is a viable option only for those students who live and work in Central Florida. The current program is experiencing a growing number of students (approximately 15-20%) who live and work significant distances from our campus; thus, the requirement of coming to Orlando or to the Regional Campuses is simply not feasible.

If permitted to establish an *e*-MSHSA Program, we would have the ability to quite literally accommodate students who qualify for the program from a worldwide audience of potential candidates. The program could be tailored to address the specific needs of the students enrolled in the program.

Under the current program format, we frequently have distance learning students enrolled in traditional classes and the work load of faculty members is multiplied many times just to satisfy the unique needs of the distance learning students. This significantly complicates the course delivery and makes it difficult, if not impossible; to follow the published course content and meet the individualized learning needs of our diverse student population. The creation of an fully online program would provide these students with an option and eliminate the occurrence of this problem.

### Recruitment Limitations

Under the current program format, there is no available funding support to devote to expanded recruitment of potential program participants. As a result, our success has been almost solely based on word of mouth between prospective program candidates and satisfied program graduates. Yet, somehow we continue to draw growing numbers of students from outside of our Central Florida Service Area.

If we are permitted to establish an *e*-MSHSA Program, with an enhanced tuition, we would have the ability to quite literally accommodate an unlimited number of students who qualify for the program; and we would use a portion of the funds to assure that the excellence of our program is advertised to that broad audience of prospective students.

For instance, these funds would be used to market the program at national meetings of great import, including the American College of Healthcare Executives (ACHE), the Medical Group Management Association (MGMA), and the Healthcare Financial Management Association (HFMA). Additionally, we would be able to advertise the program at other large meetings where healthcare professionals gather. Professional marketing materials, including a display counter and video brochures would help to interest and potentially attract professionals from across the United States.

### **Justification of Differential Tuition**

This program is different than traditional MS/HSA program currently offered by UCF in that it would be a degree-granting program that will rely upon Continuing Education to provide start-up funds. Below is a list of differences that merit differential tuition:

- The *e*-MSHSA Program will be offered in a relatively short time period (24 months) targeted at working healthcare professionals who would ordinarily need three to four years to complete a traditionally delivered masters degree program.
- The curriculum is shortened by 6 credits, to account for the expertise, knowledge, and experiences that these working professional bring to the program.
- All courses will be conducted online via Webcourses and via other Internet methods such as Adobe Connect
- Tailored program that address the needs of the working professional by offering the option to complete the entire program via convenient online classes, while maintaining CAHME accreditation
- Tailored program that addresses needs of the industry by keeping current with industry trends
- Instructional emphasis will be focused on critical issues that working professionals confront
- The proposed *e*-MSHSA Program can accommodate growing student demand, which cannot be accomplished via the traditional MS/HSA due to current faculty constraints.
- On campus sessions are offered on weekends (Fri-Sun), thus limiting the impact to the working professional.
- Cohort model provides students with an increased sense of community and enhanced opportunities for networking
- All students bring at least three (3) years of healthcare work experience which increases the level and quality of discussions. Additionally, this allows professors to cover advanced topics in more depth.

Thus, the new e-MSHSA Program will charge an educational enhancement fee beyond the regular graduate tuition. The program will be focused exclusively on those courses that will produce educated healthcare managers consistent with accreditation standards of the Commission for Accreditation of Health Management Education (CAHME). UCF currently offers a traditional face-to-face Master's of Science in Health Services Administration that is accredited by CAHME.

### *Programmatic Demand*

In recent years demand for the current MS/HSA degree has skyrocketed. There are currently 142 applicants for the Fall 2009 semester and roughly one-third of these students would like to complete their degrees fully online. Of the 110 applicants already 70 have been admitted to the Program and the number of applications from qualified candidates keeps increasing. The current MS/HSA program is unable to meet the need for seats in the program due to CAHME accreditation standards. The proposed e-MSHSA would be able to meet the needs of these students while satisfying CAHME accreditation standards due to the requirement of a specific number of hours of on-campus sessions (120 clock hours over the course of the Degree Program).

Additionally, nationwide demand for healthcare administrators is expected to continue to grow due to the projected growth in older age groups. These groups experience much greater than average health care needs; thus, the demand for healthcare services and healthcare administrators will continue unabated for the foreseeable future.<sup>1</sup>

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2008-09 Edition*, Health Care, on the Internet at <http://www.bls.gov/oco/cg/cgs035.htm> (visited May 09, 2009 ).

## **Curriculum**

The *e*-MSHSA program will be primarily offered through an online, distance-learning format to offer greater access to the program. Students will be required to attend six, one-week on-campus sessions over the course of the program. The *e*-MSHSA program is built around a cohort model. Each entering class comprises a cohort and continues through the program as a cohesive unit. Students are admitted to the *e*-MSHSA track during the fall semester of each academic year.

The *e*-MSHSA Program is designed to meet the distinctive needs and preferred learning styles of the experienced health care professional. It provides for students an applied curriculum that integrates multiple domains of healthcare management and allows students to develop leadership skills and broaden their knowledge and skill base as they compete for advancement in their established careers. These domains of healthcare management emphasize leadership in career progression, as well as strategic and operational management and development of healthcare organizations. Because of the advanced skill set of the students, the instructional emphasis will be tailored to address issues that confront working healthcare professionals.

The Master of Science in Health Services Administration degree will be awarded upon completion of appropriate prerequisite course work and 45 credits of prescribed graduate study.

## **Plan of Study**

Students must meet with their academic adviser to plan a program of study. The *e*-MSHSA track requires a minimum of 45 credit hours beyond the bachelor's degree, with 42 credit hours of required courses, and three (3) credit hours of an elective. Table 2 shows the lock-step curriculum. Students must pass a comprehensive Capstone Course upon completion of their required course of studies. Knowledge involving the use and application of personal computers will be required. All courses are three credits unless

otherwise noted and follow the regular academic calendar. With the six on-campus sessions comprised of 2.5 days (20 clock hours) per session, each student will have fulfilled a total of 120 hours of on-campus course related activities. This is in conformance with the stated requirements of the accrediting agency for HSA Degree Programs (CAHME).

*Required Courses: 42 Credit Hours*

**HSA 5198. Health Care Decision Sciences and Knowledge Management**

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

**HSA 6108. Health Care Organization and Management II**

Emphasis on planning, development, marketing approaches, and problem solving using computer methods.

**HSA 6119 Health Care Organization and Management**

Planning, development, and marketing methods.

**HSA 6128. Health Care Services Management**

Conceptualization and development of customer service in health care organizations. The focus is on the links between theory and practical applications.

**HSA 6155. Health Economics and Policy**

Examines how the interests and interactions of patients, providers, insurers, the government, and others impact the allocation and distribution of health care.

**HSA 6342. Health Care Human Resources**

Graduate status. Study of health care organizations, including modern management, human performances, and leadership.

**HSA 6385. Health Care Quality Management**

Graduate status. Mechanisms of enhancing quality of service and care.

**HSA 6925. Capstone in HSA**

Graduate status. Case analysis approach to solving current health services administration problems and issues. Prepares students for comprehensive examination experience.

**HSC 6911. Scientific Inquiry in the Health Profession**

Graduate status or C.I. Research design and statistical evaluation in health professions.

**PHC 6000. Epidemiology**

Graduate status. A study of the distribution and determination of diseases and injuries in human populations.

**PHC 6146. Health Planning and Policy**

Review of the determinants of the revolution of the health care system in the United States; analysis of public health, preventive medicine, and therapeutic medicine in terms of quality, access, and cost; methodologies and issues in comprehensive health planning; and trends in health policy development.

**PHC 6160. Health Care Finance**

Graduate status. The identification of resources available to health care institutions, allocation of resources, and control of resource expenditures.

**PHC 6164. Health Care Finance II**

Course facilitates the development of strategic financial plans and its application to current health care management issues.

**PHC 6420. Case Studies in Health Law**

Health law including patient care, liability, malpractice, workmen's compensation, and legal responsibilities of health personnel.

**Elective Courses—3 Credit Hours. Choose one course from the following list:****HSC 6656. Healthcare Ethics**

Graduate standing or C.I. Examine and analyze central concepts and values in healthcare ethics in order to provide a foundation for sound ethical decision-making.

**HSA 6112. International Health Systems**

Graduate status. Survey of health care systems in developed and developing countries.

**HSA 6511. Health Care Leadership**

Graduate Status or C.I. Practical applications of leadership theory in health services organizations.

\*Alternative graduate-level courses can be substituted at the discretion of the Graduate Program Director

## Program Design

Full-time students enroll for 24-months and participate in six semesters of study and this will include six on-campus sessions. Each semester is comprised of both on- and off-campus sessions. The mix of on-campus and off-campus study is designed to minimize time away from employment and home as well as travel expenses. During the six one-week on-campus sessions, students will attend structured HSA graduate classes at the Rosen School of Hospitality at the University of Central Florida in Orlando, Florida. The Rosen Campus is perfectly positioned to host out of town student because they have state of the art facilities, including housing accommodations, classrooms, and experienced catering options which area available at reasonable rates.

A typical full-time class schedule of on- and off-campus sessions is as follows:

	<b>Year 1</b>	<b>Year 2</b>
<b>Early August</b>	1 <sup>st</sup> on-campus session (2½ days)	4 <sup>th</sup> on-campus session (2½ days); Summer session ends, 3rd semester begins
<b>August - December</b>	1 <sup>st</sup> off-campus (online) semester begins	4 <sup>th</sup> off-campus (online) semester begins
<b>mid-December</b>	2 <sup>nd</sup> on-campus session (2½ days); 1st semester ends, 2nd off campus (online) semester begins	5 <sup>th</sup> on-campus session (2½ days); 4 <sup>th</sup> semester ends, 5 <sup>th</sup> off-campus online semester begins
<b>January - May</b>	2 <sup>nd</sup> off-campus (online) semester begins	5 <sup>th</sup> off-campus (online) semester begins
<b>mid-May</b>	3 <sup>rd</sup> Summer on-campus session (2½ days); 2nd semester ends, Summer session begins	6 <sup>th</sup> on-campus session (2½ days); 6 <sup>th</sup> semester ends - Graduation!
<b>May - July</b>	3 <sup>rd</sup> Summer off-campus (online) semester begins	

### On-Campus Study

During on-campus sessions, students attend lectures, participate in seminars, and use the University's computer facilities and library. Students will have ample opportunities to interact with fellow classmates, faculty, and visiting scholars, and practitioners.

Organized class sessions are typically held during the day and are designed to facilitate effective and efficient learning. Evenings are reserved for study, group project work, informal interaction with fellow students, and social events. Each 2½ day on-campus session includes a half day session starting Friday afternoon and two full eight-hour sessions on Saturday and Sunday.

### Off-Campus Study

During each off-campus semester, students continue course work at their home/work site using a carefully planned array of distance learning technologies. The Program uses the Internet and Webcourses online learning platform as the primary mode of communication during off-campus periods. This technology allows students and faculty to communicate with one another asynchronously. Thus, courses can be conveniently accessed virtually anywhere via the Internet.

Each course has its own separate website which serves as the primary channel to conduct seminars and discuss assignments and projects. These electronic classrooms are also used to distribute announcements, hold meetings, and facilitate informal communication among faculty and students. With a full-time load of three (3) courses, or nine (9) credit hours each semester, a minimum of 15 to 20 hours of work per week is necessary to complete off-campus seminars and course assignments.

Despite a heavy emphasis on online learning, only basic familiarity with the use of personal computers is necessary. Training on the Program's communications software will be conducted during the initial on-campus session.

## Admission Process

Admission to the program is competitive, based on evaluation of the applicant's abilities, past academic performance, professional work/life experience, and the match of the program with career goals. The *e*-MSHSA track admits the most qualified students, particularly those with diverse educational, work, and life experiences who have demonstrated an ability to assume increasingly responsible positions in the health care industry. Therefore, it is likely that all students who apply will not be accepted due to gaps in qualifications and/or academic preparation.

All students who wish to be admitted in regular degree-seeking status or nondegree-seeking status must submit a final, official transcript from a regionally accredited U.S. institution or its equivalent from a foreign institution. Although, the *e*-MSHSA program does not require students to submit GRE scores, all students who wish to be considered for university-wide fellowships must submit an official GRE General Test score or an official GMAT score as required. The minimum university requirements for admission to regular graduate status are listed below:

- A bachelor's degree from a regionally accredited U.S. institution or its equivalent from a foreign institution and a GPA of 3.0 or more (on a 4.0 maximum) in all work attempted while registered as an undergraduate student OR while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours); OR, a graduate degree or professional degree or equivalent from a regionally accredited U.S. institution or its equivalent from a foreign institution in a field related to the discipline of the program to which the student is applying.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A statement indicating how the Health Science Masters Degree Program will enhance their career goals.
- Résumé (no longer than two pages).

- Three (3) professional letters of recommendation, including one from the applicant's immediate supervisor

For information on general UCF graduate admissions requirements that apply to all prospective students, students will be advised to visit the Admissions and Registration section of the Graduate Catalog. All applicants shall apply for admission online. All requested materials shall be submitted by the established deadline(s).

Graduates of the program typically are employed with public and private hospitals, ambulatory care organizations, long-term care institutions, health maintenance organizations, insurance companies, multi-institutional systems, and other organizations concerned with the planning, delivery, and financing of personal health services.

### **Faculty**

The proposed e-MSHSA faculty shown in Table 3: *e-MSHSA Faculty*, includes eight (8) full-time and adjunct faculty holding primary appointments in the Department of Health Management & Informatics in the Health Services Administration Program and having primary responsibility for teaching, advising, and/or program administration, in our MSHS-HSA program. Adjunct faculty members are employed in the program to ensure that specific applied expertise available in the community is included in the curriculum to prepare practicing healthcare managers. All faculty members have in-depth academic preparation in their disciplines and extensive professional experience. Each faculty member will model the attributes of an administrative scholar with respect to practice, education, research, continuing education, service, and leadership

These eight “primary” faculty are Aaron Liberman, Ph.D., Timothy Rotarius, Ph.D., Dawn M. Oetjen, Ph.D., Donna Malvey, Ph.D., Ning Zhang, Ph.D., Reid Oetjen, Ph.D., Bernardo Ramirez, MD, and Mike Lowe, JD. Mr. Mike Lowe is an Adjunct Professor. The others are tenured Professors (Liberman, and Rotarius), tenured Associate Professors (Dawn Oetjen and Malvey), or tenure-track Assistant Professors (Zhang, Reid Oetjen, and Ramirez).

### **Financial Support for Faculty in *e-MSHSA Program***

HMI has received a waiver from the Provost whereby faculty will receive dual compensation until such time as sufficient faculty lines are recruited to cover the courses to be included each semester in the *e-MSHSA* curriculum. Moreover, the Regional Campuses have guaranteed three faculty lines for the 2010-11 academic year and another three faculty lines for the 2011-12 academic year to support the *e-MSHSA* curriculum, the Healthcare Informatics Curriculum, and a new curriculum of graduate and undergraduate HSA courses to be offered at the Valencia West Campus commencing August of 2010. Please see Table 4: HMI Faculty Master Schedule at the end of this proposal for a staffing pattern of coverage for all of the courses and programs to be covered by HMI faculty.

### **Budget**

The *e-MSHSA* Program will be entirely self-sufficient and will not affect any existing program at the University of Central Florida or any other State of Florida University. Students will pay \$654.19 per credit hour with a total of \$35,038 for the entire degree program. Each faculty member teaching in the program will do so in addition to their contracted teaching schedule and will be compensated accordingly. Faculty will be compensated at a rate of \$1,750 per credit hour, amounting to a total of \$5,250 per 3 credit hour course via dual compensation.

This online program will work symbiotically with the current CAHME accredited MS/HSA program. As such, during the fourth and fifth years of the program, the *e-MSHSA* program would intend to employ two full-time faculty members with administrative expertise so that the use of adjunct faculty can be minimized. The traditional MS/HSA program will still be available to students at the regular tuition rate.

Table 1: Curriculum Comparison of MSHSA and e-MSHSA Programs

Prerequisite Classes	
MSHSA	e-MSHSA
<ul style="list-style-type: none"> <li>HSA 3170 Health Care Finance or equivalent (3 credit hours) OR HSA 5177 Foundation of Healthcare Finance (3 credit hours)</li> </ul>	Not applicable
<ul style="list-style-type: none"> <li>HSA 3430 Health Care Economics or equivalent (3 credit hours)</li> </ul>	
<ul style="list-style-type: none"> <li>HSA 4702 Health Sciences Research Methods or equivalent (3 credit hours)</li> </ul>	
<i>Total: 9 Credits</i>	<i>Total 0 Credits</i>
Required Courses	
MSHSA	e-MSHSA
<ul style="list-style-type: none"> <li>A 5198 Health Care Decision Sciences and Knowledge Management (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>A 5198 Health Care Decision Sciences and Knowledge Management (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSLSA 6108 Health Care Organization and Management II (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSLSA 6108 Health Care Organization and Management II (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6119 Health Care Organization and Management (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6119 Health Care Organization and Management (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6128 Health Care Services Management (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6128 Health Care Services Management (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6155 Health Economics and Policy (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6155 Health Economics and Policy (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6342 Health Care Human Resources (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6342 Health Care Human Resources (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6385 Health Care Quality Management (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6385 Health Care Quality Management (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6925 Capstone in HSA (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSA 6925 Capstone in HSA (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>HSA 6946 Internship (3 credit hours)</li> </ul>	<b>Course Not Required</b> <i>Rationale:</i> Students in the e-MSHSA program are experienced healthcare professionals and would not benefit from the internship experience.
<ul style="list-style-type: none"> <li>HSC 6636 Issues and Trends in the Health Professions (3 credit hours)</li> </ul>	<b>Course Not Required</b> <i>Rationale:</i> Students in the e-MSHSA program are experienced healthcare professionals and already understand the current issues and trends in healthcare.
<ul style="list-style-type: none"> <li>HSC 6911 Scientific Inquiry in the Health Profession (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>HSC 6911 Scientific Inquiry in the Health Profession (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>PHC 6000 Epidemiology (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>PHC 6000 Epidemiology (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>PHC 6146 Health Planning and Policy (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>PHC 6146 Health Planning and Policy (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>PHC 6160 Health Care Finance (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>PHC 6160 Health Care Finance (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>PHC 6164 Health Care Finance II (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>PHC 6164 Health Care Finance II (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>PHC 6420 Case Studies in Health Law (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>PHC 6420 Case Studies in Health Law (3 credit hours)</li> </ul>

<i>Total: 48 Credits</i>	<i>Total 42 Credits</i>
<b>Elective Courses*</b>	
<b>MSHSA</b>	<b>e-MSHSA</b>
<ul style="list-style-type: none"> <li>• HSC 6656 Health Care Ethics (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• HSC 6656 Health Care Ethics (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>• HSA 6112 International Health Care (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6112 International Health Care (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>• HSA 6511 Health Care Leadership (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• HSA 6511 Health Care Leadership (3 credit hours)</li> </ul>
<ul style="list-style-type: none"> <li>• PUP 6607 Politics of Health Care (3 credit hours)</li> </ul>	
<ul style="list-style-type: none"> <li>• NGR 5660 Health Disparities: Issues and Strategies (3 credit hours)</li> </ul>	
<ul style="list-style-type: none"> <li>• ENC 5237 Writing for the Business Professional (3 credit hours)</li> </ul>	
<ul style="list-style-type: none"> <li>• GEY 5648 Gerontology: An Interdisciplinary Approach (3 credit hours)</li> </ul>	
<i>Total: 3 Credits</i>	<i>Total 3 Credits</i>

\* Or an alternative graduate-level course at the discretion of the Program Director

Table 2: *e*-MSHSA Lock-step Program

<b>1<sup>st</sup> Fall</b>	
• HSA 6342 Health Care Human Resources	Reid Oetjen, PhD
• PHC 6160 Health Care Finance	Timothy Rotarius, PhD
• PHC 6146 Health Planning and Policy	Donna Malvey, PhD
<b>1<sup>st</sup> Spring</b>	
• HSA 6128 Health Care Services Management	Donna Malvey, PhD
• *HSC 6656 Health Care Ethics (Sample Elective)	Dawn Oetjen, PhD
• PHC 6164 Health Care Finance II	Timothy Rotarius, PhD
<b>1<sup>st</sup> Summer</b>	
• HSA 6385 Health Care Quality Management	Reid Oetjen, PhD
• PHC 6000 Epidemiology	Bernardo Ramirez, MD
<b>2<sup>nd</sup> Fall</b>	
• HSA 6108 Health Care Organization and Management II	Bernardo Ramirez, PhD
• HSC 6911 Scientific Inquiry in the Health Profession	Jackie Zhang, PhD
• HSA 6119 Health Care Organization and Management	Aaron Liberman, PhD
<b>2<sup>nd</sup> Spring</b>	
• A 5198 Health Care Decision Sciences and Knowledge Management	Jackie Zhang, PhD
• PHC 6420 Case Studies in Health Law	Adjunct (Michael Lowe, JD)
• HSA 6155 Health Economics and Policy	*New Faculty, PhD
<b>2<sup>nd</sup> Summer</b>	
• HSA 6925 Capstone in HSA	Aaron Liberman, PhD

\* Or an alternative graduate-level course at the discretion of the Program Director

Table 3: *e*-MSHSA Faculty

Faculty Member	Teaching Responsibilities	Primary Research Interests
Aaron Liberman, Ph.D. (Professor)	HSA 6108 HC Organization & Management II  HSA 6119 HC Organization and Management  HSA 6925 Capstone in HSA	<ul style="list-style-type: none"> <li>▪ Risk management</li> <li>▪ Health insurance issues</li> <li>▪ Constructive engagement as a teaching/learning/ leadership methodology</li> </ul>
Timothy Rotarius, Ph.D. (Professor)	PHC 6160 HC Finance  PHC 6164 HC Finance II  HSA 5198 HC Decision Sciences & Knowledge Management	<ul style="list-style-type: none"> <li>▪ Medical group management</li> <li>▪ Strategic management</li> <li>▪ Stakeholder management</li> </ul>
Dawn Oetjen, Ph.D. (Associate Professor)	HSC 6656 HC Ethics	<ul style="list-style-type: none"> <li>▪ Management of health information</li> <li>▪ Quality management</li> </ul>
Donna Malvey, Ph.D. (Associate Professor)	PHC 6146 Health Planning & Policy HSA 6128 HC Services Management HSA 6511 HC Leadership	<ul style="list-style-type: none"> <li>▪ Management of academic health centers</li> <li>▪ Strategic management</li> <li>▪ Human resources management</li> </ul>
Ning Zhang, Ph.D. (Assistant Professor)	HSA 6155 HC Economics & Policy  HSC 6911 Scientific Inquiry in the Health Profession	<ul style="list-style-type: none"> <li>▪ Long-term Care quality</li> <li>▪ Health Informatics</li> </ul>
Bernardo Ramirez, M.D. Assistant Professor)	PHC 6000 Epidemiology HSA 6112 International Health Care	<ul style="list-style-type: none"> <li>▪ Cultural Competency in Healthcare</li> </ul>
Reid Oetjen, Ph.D. (Assistant Professor)	HSA 6385 HC Quality Management HSA 6342 HC Human Resources HSA 6511 HC Leadership	<ul style="list-style-type: none"> <li>▪ Medical group management</li> <li>▪ Long-term Care</li> <li>▪ Scholarship of Teaching and Learning</li> </ul>
Mike Lowe, JD	PHC 6420 Cases in Health Law	<ul style="list-style-type: none"> <li>▪ Health Law</li> </ul>

Table 4: **HMI Faculty Master Schedule**

Course		Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>PAF</b>										
HSA 7930 Theory	F	Fottler – 1/3			Fottler – 1/3			Fottler – 1/3		
HSA 7xxx Hlth Econ	F		Unruh – 1/3			Unruh – 1/3			Unruh – 1/3	
HSA 7xxx Hlth Res	F									
PAF 7000	F				Fottler – 2/3					
PAF 7110	F									D.Oetjen – OL
PAF 7230	F	Liberman - OL								
PAF 7300	F								Malvey – 1/3	
PAF 7315	F		Unruh – 2/3			Unruh – 2/3			Unruh – 2/3	

Course		Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>MSHSA</b>										
HSA 5xxx E	W			New 2 – 1/3			New 2 – 1/3			New 2 – 1/3
HSA 5xxx S	W			New 3 – 1/3			New 3 – 1/3			New 3 – 1/3
HSA 5177	M			Rotarius – 1/2			New 2 – 2/3			New 2 – 2/3
	W			Roatrius – 2/2			Rotarius – 1/2			Rotarius – 1/2
HSA 5198	M		New 1 – 1/2			New 1 – 1/2			New 1 – 1/2	
	W		Zhang – 1/1			Zhang – 1/1			Zhang – 1/1	
HSA 6105	F		Fottler - 1/2			Fottler – 1/2			Fottler -1/2	
HSA 6108	M	Liberman – 1/3			Liberman -1/3			Liberman -1/3		MW1 – 1/3
	W	Ramirez - OL		Liberman – 1/3	Ramirez – 1/2		Ramirez – 1/3	Ramirez – 1/2		
HSA 6112	W	Ramirez – 1/2			Ramirez – 2/2			Ramirez – 2/3		
HSA 6119	M		Liberman - 1/3			Liberman – 1/3			Liberman – 1/3	
	W		Ramirez – 1/3			Ramirez -1/3			Ramirez – 1/3	
HSA 6128	M		Fottler – 2/2			Fottler – 2/2			Fottler – 2/2	
	W		Malvey – 1/3			Malvey – 1/3			Malvey – 2/3	
HSA 6155	M		Unruh - 3/3			Unruh – 3/3			Unruh – 2/3	
	W		New 2 – 1/3			New 2 – 1/3			New 2 – 1/3	
HSA 6342	F	Fottler – 2/3			Fottler – 3/3			Fottler – 2/3		
	F	Fottler – 3/3			MW1 – 1/3			Fottler – 3/3		
HSA 6385	M			Malvey – 1/3			Malvey – 1/3			Malvey – 1/3
	W			Malvey – 2/3			Malvey – 2/3			Malvey – 2/3
HSA 6511	W		Malvey – 2/3			Malvey – 2/3			Malvey – 3/3	
HSA 6925	M	Liberman – 2/3	Liberman –2/3	Liberman – 2/3	Liberman – 2/3	Liberman – 2/3	Liberman – 1/3	Liberman- 2/3	Liberman – 2/3	Liberman – 1/3
HSA 6946	W	Walters – 1/2	Walters – 1/2	Walters – 1/2	Walters -1/2	Walters – 1/2	Walters – 1/2	Walters – 1/2	Walters -1/2	Walters -1/2
HSC 6636	M	New 3 – 1/4	New 3 – 1/4		New 3 – 1/4	New 3 – 1/4		New 3 – 1/4	Ramirez – 2/3	
	W	Adjunct	Ramirez – 2/3		Adjunct	Ramirez – 2/3		New 3 – 2/4	New 3 – 1/4	
HSC 6656	W			D.Oetjen – 1/2			D.Oetjen –1/2			D.Oetjen – 1/2

Course		Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>MSHSA Continued</b>										
HSC 6911	M	Unruh – 1/2			Unruh –1/2			Unruh –1/2		
	W	Unruh – 2/2			Unruh – 2/2			Unruh – 2/2		
PHC 6000	M			Ramirez – 1/3			New 4 – 3/3			Ramirez – 1/3
	W			Ramirez – 2/3			Ramirez – 2/3			Ramirez – 2/3
PHC 6146	M	Malvey – 1/3			Malvey -1/3			Malvey – 1/3		
	W	Malvey – 2/3			Malvey – 2/3			Malvey – 2/3		
PHC 6160	M	Rotarius – 1/2			New 2 – 1/2			New 2 – 1/2		
	W	New 2 – 1/2			Rotarius – 1/2			Rotarius – 1/2		
PHC 6164	M		Rotarius – 1/2			New 2 – 2/3			New 2 – 2/3	
	W		New 2 – 2/3			Rotarius – 1/2			Rotarius – 1/2	
PHC 6420	M		Adjunct			Adjunct			Adjunct	
	W		Adjunct			Adjunct			Adjunct	

Course		Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>BSHSA</b>										
HSA 3111	F	Pierce – 1/2	Pierce – 1/2		Pierce – 1/2	Pierce – 1/2		Pierce – 1/2	Pierce – 1/2	
	M	New 3 - 2/4	New 3 - 2/4		New 3 – 2/4	MW1 – 1/3		New 3 – 3/4	New 3 – 2/4	
	M	New 3 - 3/4	New 3 - 3/4		New 3 – 3/4	New 3 – 2/4		New 3 – 4/4	New 3 – 3/4	
	W	Ramirez – 2/2	Ramirez – 3/3	New 3 – 2/3	Adjunct	Ramirez – 3/3	MW1 – 1/3	Adjunct	Ramirez – 3/3	MW1 – 2/3
	W	Adjunct	Adjunct	Adjunct	Adjunct	Adjunct	MW1 – 2/3	Adjunct	Adjunct	New 3 – 2/3
HSA 3170	M	New 2 – 2/2	New 2 – 3/3	New 2 – 2/3	New 2 – 2/2	MW2 – 1/3	MW2 – 1/3	New 2 – 2/2	New 2 – 3/3	MW2 – 1/3
	W	Rotarius - 2/2	Rotarius - 2/2		Rotarius - 2/2	New 2 – 3/3		Rotarius - 2/2	Rotarius - 2/2	
HSA 3222	M	R.Oetjen – 1/2	R.Oetjen – 1/2	R.Oetjen – 1/2	R.Oetjen – 1/2	R.Oetjen – 1/2	R.Oetjen -1/2	R.Oetjen -1/2	R.Oetjen -1/2	R.Oetjen – 1/2
	W	Adjunct	R.Oetjen – 2/2		Adjunct	R.Oetjen – 2/2		Adjunct	R.Oetjen – 2/2	
HSA 3430	M	Zhang – 1/1	Adjunct	Zhang – 1/1	MW2 – 1/3	MW2 – 2/3	Zhang – 1/1	MW2 – 1/3	MW2 – 1/3	Zhang – 1/1
	W	Adjunct	Zhang – OL		Zhang – 1/1	MW2 – 3/3		MW2 – 2/3	Adjunct	
HSA 4109	W	Adjunct	Adjunct	Adjunct	MW2 - 2/3	Adjunct	New 2 – 3/3	Adjunct	Adjunct	MW2 – 2/3
HSA 4180	W	Walters – 2/2	Adjunct	Walters – 2/2	Walters – 2/2	MW1 – 2/3	Walters – 2/2	Walters – 2/2	MW1 – 1/3	Walters – 2/2
HSA 4184	W	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2	C-Ward – 1/2
HSA 4191	W	Lytle – 1/4	Lytle – 1/4	New 1 – 1/2	Lytle – 1/4	Lytle – 1/4	New 1 – 1/2	Lytle – 1/4	Lytle – 1/4	New 1 – 1/3
HSA 4702	M	New 3 – 4/4	New 3 – 4/4	New 3 – 3/3	New 3 – 4/4	New 3 – 3/4	New 3 – 2/3	New 4 – 1/3	New 3 – 4/4	New 3 – 3/3
	W	Adjunct	Adjunct		New 4 – 1/3	New 3 – 4/4		New 4 – 2/3	Adjunct	
HSA 4925	W	Liberman – 3/3	Liberman –3/3	Liberman – 3/3	Liberman – 3/3	Liberman – 3/3	Liberman – 2/3	Liberman -3/3	Liberman – 3/3	Liberman – 2/3
HSA 4941	W	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 2/2	C-Ward – 1/2	C-Ward – 2/2
HSC 4201	M	Douglass – 1/4	Douglass – 1/4	Douglass- 1/2	Douglass –1/4	Douglass – 1/4	Douglass - 1/2	Douglass –1/4	Douglass –1/4	Douglass- 1/2
	W	Douglass – 2/4*	Douglass-2/4*		Douglass –2/4*	Douglass-2/4*		Douglass -2/4*	Douglass-2/4*	
HSC 4500	M	Angelopol.– 1/1	Douglass - OL	Douglass – 2/2	Angelopol.– 1/1	Douglass - OL	Douglass – 2/2	Lytle – 2/4*	Lytle – 2/4*	Douglass – 2/2
	W	Lytle – 2/4*	Lytle – 2/4*		Lytle – 2/4*	Lytle – 2/4*		Angelopo–1/1	Douglass - OL	
HSC 4564	M	Pierce – 2/2	Pierce – 2/2	R.Oetjen – 2/2	Pierce – 2/2	Pierce – 2/2	MW1 – 3/3	Pierce – 2/2	Pierce – 2/2	MW1 – 2/3
	W	Adjunct	Adjunct		Adjunct	Adjunct		Adjunct	Adjunct	
HSC 4652	M	D.Oetjen – 1/2	D.Oetjen – 1/2	D.Oetjen – 2/2	D.Oetjen – 1/2	D.Oetjen – 1/2	D.Oetjen – 2/2	D.Oetjen – 1/2	D.Oetjen – 1/2	D.Oetjen – 2/2
	W	D.Oetjen – 2/2	Adjunct		D.Oetjen – 2/2	Adjunct		Adjunct	Adjunct	

	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
HCI (All Web)									
HIM 5937	C-Ward - OL			C-Ward - OL			C-Ward - OL		
HIM 6938 Biostats	Zhang - OL			New 4 – 2/3			New 4 – 3/3		
HIM 6938 Sys Analysis		R.Oetjen - OL			R.Oetjen - OL			R.Oetjen - OL	
HIM 6938 Applications		Ramirez - OL			Ramirez - OL			Ramirez - OL	
HIM 6938 Symposium			Rotarius - OL			Rotarius – 2/2			Rotarius – 2/2
HIM 6938 Epi/Quality			D.Oetjen - OL			New 4 – 2/3			New 4 – 1/3
HIM 6938 Data Archit	New 1 – 1/2			New 1 – 1/2			New 1 – 1/2		
HIM 6938 Seminar	New 1 – 2/2			New 1 – 2/2			New 1 – 2/2		
HIM 6938 Practicum		Liberman - OL			Liberman - OL			New 1 – 2/2	
HIM 6938 Internship		New 1 – 2/2			New 4 – 1/2			New 4 – 1/2	

	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>e-MSHSA (All Web)</b>									
HSA 5198					New 4 – 2/2			New 4 – 2/2	
HSA 6108				MW1 – 2/3			MW1 – 1/3		
HSA 6112									
HSA 6119				Liberman - OL			MW1 – 2/3		
HSA 6128		Malvey – 3/3			Malvey -3/3			MW1 – 2/3	
HSA 6155					New 2 – 3/3			New 2 - OL	
HSA 6342	R.Oetjen – 2/2			R.Oetjen – 2/2			R.Oetjen – 2/2		
HSA 6385			R.Oetjen – OL			R.Oetjen – 2/2			R.Oetjen – 2/2
HSA 6511									
HSA 6925						Liberman – 3/3			Liberman – 3/3
HSA 6930									
HSC 6656		D.Oetjen - OL			D.Oetjen -OL			D.Oetjen -OL	
HSC 6911				Zhang – OL			Zhang – 1/1		
PHC 6000			Ramirez – 3/3			Ramirez – 3/3			New 4 – 2/3
PHC 6146	Malvey – 3/3			Malvey -3/3			Malvey – 3/3		
PHC 6160	Rotarius - OL			MW2 – 3/3			MW2 – 3/3		
PHC 6164		Rotarius – 2/2			Rotarius – 2/2			MW2 – 2/3	
PHC 6420					Adjunct			Adjunct	

	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>VALENCIA WEST CAMPUS (All F)</b>									
HSA 3111	Adjunct							MW1 – 3/3	
HSA 3170		Adjunct							New 2 – 3/3
HSA 3222				Adjunct					
HSA 3430	Adjunct								MW2 – 3/3
HSA 4109			Adjunct						
HSA 4180		Adjunct							
HSA 4184			Malvey – 3/3						
HSA 4191						New 1 – 2/2			
HSA 4702						New 3 – 3/3			
HSA 4925								Liberman – OL	
HSA 4941									
HSC 4201				Adjunct					
HSC 4500					Adjunct				
HSC 4564					Adjunct				
HSC 4652									
HIM 4506							Falen - OL		
HAS 5177								MW2 – 3/3	
HSA 5198			New 1 – 2/2				D.Oetjen – 2/2		
HAS 6105								Fottler - OL	
HSA 6108							MW1 – 3/3		
HSA 6112									Ramirez – 3/3
HSA 6119					MW1 – 3/3				
HSA 6128		Adjunct							
HSA 6155			New 2 – 3/3						
HSA 6342				MW1 – 3/3					
HSA 6385						Malvey – 3/3			
HSA 6511									
HSA 6925									Liberman - OL
HSA 6930									
HSC 6636	Adjunct								
HSC 6911				New 4 – 3/3					
PHC 6000						New 4 – 3/3			
PHC 6146							Adjunct		
PHC 6160	Adjunct								
PHC 6164		Adjunct							
PHC 6420					Adjunct				

	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013
<b>PHYSICAL THERAPY (ALL WEB)</b>									
PHC 6160		Walters – 2/2			Walters – 2/2			Walters – 2/2	
HSC 6636		D.Oetjen – 2/2			D.Oetjen – 2/2			D.Oetjen – 2/2	

New 1 (10) – New Informatics hire + PD = 3/3 – teach informatics, info syst., epi, dec sci

New 2 (10) – New Assistant Professor = 3/2 – teach finance, econ, managed care

New 3 (10) – New Instructor = 4/4 – teach issues/trends, us healthcare, res. methods, stats

New 4 (11) – New Informatics hire – 3/2 – teach informatics, stats

MW1 (11) – New Assistant Professor - 3/3 Regional Campus (MW) teach management

MW2 (11) – New Assistant Professor – 3/3 Regional Campus (MW) teach finance, econ, managed care

Ramirez – tenure 2012, change to 3/3

Program Directors – 2/2 – T.Rotarius, D.Oetjen, K.C-Ward, R.Oetjen, new Informtics PD

\*\*\* - teach 2 classes each in Health Professions

## **Graduate Council Curriculum Committee** **Course Agenda for 03-04-2010**

### **College of Education Special Topics**

**EDE 6938 Sect 01 ED-Teaching & Learning Princ 1(1),0**

**ST: Capstone Seminar in Elementary Education: PR: All classes in the master's program. Occasional.**

30 character abbreviation: **ST: Capstone Sem in Ele Educ**

### **College of Sciences Course Action Revisions**

**Tabled. Committee requesting a 3000 level prerequisite course, possibly a Calculus course.**

**MAT 5711 Scientific Computing 3(3,0)**

**PR: MAC 2313, MAP 2302, graduate status or senior standing, 2302 or C.I.**

**Basic programming skills using Mathematica, Maple, Matlab, or Java in solving basic scientific computing problems; preparing students for advanced computational methods and algorithms.**

**Matlab fundamentals, computer arithmetic, nonlinear equations, polynomial interpolation, divided differences, splines, curve fitting, least-squares method, numerical differentiation and Integration.**