

**Graduate Council Curriculum Committee**  
**December 8, 2010**  
**3:30 p.m., MH 395**

**Agenda**

1. Welcome and call to order
2. Review of minutes from November 10 meeting
3. Review of tabled M&S course fees
4. Name change to the Policy and Analysis track, MA Political Science, COS
5. Curriculum changes to Thermofluids track, Mechanical Engineering, MS, CECS
6. Suspend admissions to Higher Ed track, Education PhD, CED
7. Curriculum revisions and name change to the MA in Sport and Fitness, CED
  - Name change to Health/Wellness and Applied Exercise Physiology track
  - Thesis added to both tracks: Health/Wellness and Applied Exercise Physiology and Sport Leadership and Coaching track
8. Curriculum revisions to the EdS in School Psychology, CED
9. Curriculum revisions to the Graduate Certificate in Reading, CED
10. Curriculum revisions to the Mathematics Education track, Education PhD, CED
11. Curriculum revisions to the Professional track, Criminal Justice MS, COHPA
12. Addition of a dual degree in MPA/PhD, COHPA
13. Courses and special topics
14. Adjournment

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

Patricia Bishop, Ex officio, AA  
Deborah Breiter, RCHM  
Honghui Chen, CBA  
Tosha Dupras, COS-Chair  
Jane Gibson, COM  
Naim Kapucu, COHPA  
Anne Norris, CON  
Joyce Nutta, CED  
Max Poole, Liaison, CGS  
Tison Pugh, CAH  
Martin Richardson, COP  
Terrie Sypolt, Libraries  
Sergio Tafur, GSA  
James Turkson, COM  
Art Weeks, CECS



**Tabled for clarification.**

**SPA 6327      Aural Habilitation/Rehabilitation      3(3,0)**

PR: SPA 6204, SPA 6402.

Principles and procedures involved in speech and language acquisition, management, utilization of residual hearing, speech reading, and the use of hearing aids.

Materials & Supply Fee addition proposed: \$25.50 pending

**Tabled for clarification.**

**SPA 6410      Aphasia and Related Disorders      3(3,0)**

PR: Graduate standing.

Evaluation and treatment of language disorders in adults with damage to the central nervous system, with an emphasis on etiology and differential diagnosis.

Current Materials Fee: \$30.00 (change to \$61.00 pending)

**Tabled for clarification.**

**SPA 6417      Cognitive/Communicative Disorders      3(3,0)**

PR: SPA 6410.

Evaluation and treatment of right hemisphere dysfunctions, traumatic brain injury, and dementias, with special emphasis on memory, cognition, pragmatics and other issues affecting functional communication.

Current Materials Fee: \$38.00 (change to \$61.50 pending)

**Tabled for clarification and resubmission.**

**SPA 6503C      Entry-Level Clinical Practicum      3(1,4)**

PR: SPA 4501L or equivalent.

Entry-level supervised practicum in evaluation and management of speech, language and hearing disorders.

Current Materials Fee: \$45.00 (change to \$70.00 pending)

**Tabled for clarification and resubmission.**

**SPA 6942C      Intermediate Clinical Practicum      3(1,6)**

PR: SPA 6503C.

Intermediate supervised practicum in evaluation and management of speech, language and hearing disorders. Includes 1 hour weekly meeting. May be repeated for credit.

Current Materials Fee: \$31.50 (change to \$70.00 pending)

**Tabled for clarification and resubmission.**

**SPA 6943C      Advanced Clinical Practicum      3(1,6)**

PR: SPA 6942C.

Advanced supervised practicum in evaluation and management of speech, language and hearing disorders. May be repeated for credit.

Current Materials Fee: \$31.50 (change to \$70.00 pending)

**Tabled for revision and resubmission.**

**PHT 5240L      Physical Assessment Lab      2(0,4)**

PR: CR Physical Assessment.

Lab course emphasizing the examinations required to perform an evaluation of physical therapy patient.  
Current Materials Fee: \$25.00 (change to \$45.00 pending)

**Tabled for revision and resubmission.**

**PHT 5260L Patient Care Skills Lab 1(0,2)**

CR: Patient Care Skills.

Skills of patient care, transfers, mobility skills.

Current Materials Fee: \$25.00 (change to \$30.00 pending)

**Tabled for revision and resubmission.**

**PHT 5718L Neurological Physical Therapy Lab 1(0,2)**

PR: CR Neurological Physical Therapy.

Lab Course emphasizing the clinical application of selected neuromotor theories.

Current Materials Fee: \$15.00 (change to \$30.00 pending)

**Tabled for revision and resubmission.**

**PHT 6115C Gross Anatomy/Neuroscience I 6(3,6)**

PR: Admission to DPT program.

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

Current Materials Fee: \$45.00 (change to \$70.00 pending)

**Tabled for revision and resubmission.**

**PHT 6118C Gross Anatomy/Neuroscience II 6(3,6)**

PR: Gross Anatomy/Neuroscience I.

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

Current Materials Fee: \$45.00 (change to \$70.00 pending)

**Tabled for revision and resubmission.**

**PHT 6719L Advanced Neurological Physical Therapy Lab 1(0,2)**

PR: PHT 5718L; CR PHT 6719.

Course Emphasizing examinations and interventions for the evaluation and treatment of patients with neurological disease. Emphasis on patients with spinal cord injury and neurological disease.

Current Materials Fee: \$15.00 (change to \$25.00 pending)



## Program Action Request Form

---

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes** (use Track Changes in Word).

College/Unit(s) Submitting Proposal: **Political Science**

---

Proposed Effective Term/Year: **Fall 2011**

---

Unit(s) Housing Program: **Political Science**

---

Name of program, track, and/or certificate: **MA Political Science**

---

Description of program (this description will show up in the graduate catalog copy):

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☐ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

---

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

---

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

---



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

**Please check one: This action affects a:**   ☐ Program   ☒ Track   ☐ Certificate

**Please check one: This action is a(n):**

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

|   |                                  |                                     |                  |
|---|----------------------------------|-------------------------------------|------------------|
| Yes                                     | Department Chair: Roger Handberg | <i>Roger Handberg</i>               | Date: 09/22/2010 |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No      | College Curriculum Committee Chair: | Date:            |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No      | College Dean or Unit Head:          | Date: 10-12-10   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No      | Chair or GSC:                       | Date:            |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No      | Dean, College of Graduate Studies:  | Date:            |

APPROVAL

|  |       |
|--|-------|
| Provost and Vice President for Academic Affairs: | Date: |
|--|-------|

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



**Part A – For additions or revisions of programs, tracks or certificates**

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The Political Science proposes a name change to one of the tracks in the MA program. Specifically, the Policy and Analysis Track will be renamed "American and Comparative Politics."

There are three major reasons for this change:

1. It will provide a clearer identity to the substantive focus of the track. New students often are unclear what a "Policy and Analysis" track will entail. In contrast the other two tracks in the program (International Studies and Environmental Politics) are much clearer as to their focus. The currently named track is also often mischaracterized as the track for those who want to write a quantitative MA thesis, which is not the case.
2. Renaming the track will be consistent with the existing description of the current track: *"The track provides an in-depth understanding of political life in the American case and in comparative perspective: The nature of institutions and public policy, the role of political organizations, and the effect of mass political behavior. This track is recommended for students who want to enter community college teaching or who wish to seek a doctorate at another institution."*
3. The renamed track will likely be more appealing to those students who need an MA in Political Science to teach American politics or Comparative Politics in local high schools or community colleges

At this time we are only proposing a track name change. All requirements for the track (admission requirements, credit hours, core courses, electives) will remain in place.

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☐ Yes      ☒ No





**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No

**Name Change**

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

If yes, provide the new name of the program, track, or certificate: **American and Comparative Politics**

Provide the name of the current program, track, or certificate: **Policy and Analysis**

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change. **Fall 2011**

Will students have the option to stay in their existing program, track, or certificate? ☐ Yes ☐ No

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

|  |
|--|
|  |
|--|

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

|  |
|--|
|  |
|--|

If applicable, provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or

VP 009 Rev. 08/25/2010 Page | 5



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

|  |
|--|
|  |
|--|

**If an addition**, provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

|  |
|--|
|  |
|--|

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |
| SCHs      |        |        |        |

**If an addition**, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

|  |
|--|
|  |
|--|

**Part A - Continued**

**If an addition or there are substantial REVISIONS** to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

**Checklist of items to be provided:**

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

- ☐ **Emails showing consultation with other units. (if applicable)**
- ☐ **If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.**
- ☐ **If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.**

## Part B – For inactivations or suspensions of programs, tracks, or certificates

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

If yes, number of current students:

---

Please specify the intended time period of inactivation or suspension:

---

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
| EDF 7041  | EDF 7041    | EDF 7041    | EDF 7041  | EDF 7041    |
| EDF 6442  | EDF 6442    | EDF 6442    | EDF 6442  |             |
| EDF 7848  | EDF 7848    | EDF 7848    |           |             |
| EDF 6543  | EDF 6543    |             |           |             |
| EDA 7503  |             |             |           |             |

### Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)



## Program Action Request Form

---

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

**College/Unit(s) Submitting Proposal:** College of Engineering & Computer Science

---

**Proposed Effective Term/Year:** 2011/2012

---

**Unit(s) Housing Program:** Department of Mechanical, Materials & Aerospace Engineering

---

**Name of program, track, and/or certificate:** Masters in Mechanical Engineering Thermofluids  
Track

---

**Description of program (this description will show up in the graduate catalog copy):**

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☒ X Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

---

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

---

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

Dr. Alain Kassab, [kassab@mail.ucf.edu](mailto:kassab@mail.ucf.edu), 407-823-5778, Engr. 1, Room 307, [www.mmae.ucf.edu/Academics/graduate.html](http://www.mmae.ucf.edu/Academics/graduate.html)

---



Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

MSME Thermofluids Track

---

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

☒ Yes ☐ No Department Chair: Long Chen Date: 10/22/10  
☒ Yes ☐ No College Curriculum Committee Chair: Charles H. Jolly Date: 10/22/10  
☒ Yes ☐ No College Dean or Unit Head: Charles H. Jolly Date: 10/22/10  
☐ Yes ☐ No Chair or GSC: \_\_\_\_\_ Date: \_\_\_\_\_  
☐ Yes ☐ No Dean, College of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVAL

Provost and Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



## Part A – For additions or revisions of programs, tracks or certificates

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

Remove of EML 6712 Viscous Flow as a required course in the program.

Add EML 5713 Intermediate Fluids as a required course in the program.

Credit hours remain the same (30 hours).

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☐ Yes    ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

**Will students have the option to stay in their existing program, track, or certificate?**    ☒ Yes    ☐ No

### Name Change

**Are you changing the name of an existing program, track, or certificate?**    ☐ Yes    ☐ No

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

Provide the name of the current program, track, or certificate:

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?**    ☐ Yes    ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**

old CIP:

new CIP:





**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |
| SCHs      |        |        |        |

**If an addition,** indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)



|  |
|--|
|  |
|--|

### Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

### Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



**Are students currently enrolled in the program?** ☐ Yes ☐ No

**Please specify the intended time period of inactivation or suspension:**

|  |
|--|
|  |
|--|

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
|           |             |             |           |             |
|           |             |             |           |             |
|           |             |             |           |             |
|           |             |             |           |             |
|           |             |             |           |             |

☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)

☐ Emails showing consultation with other units. (if applicable)

[Mechanical Engineering MSME](#) ▾

# Thermofluids

 [Hide](#) preferences menu.

- 
- ☒ [Program Description](#)
  - ☒ [Curriculum](#)
  - ☒ [Application Requirements](#)
  - ☒ [Application Deadlines](#)
  - ☒ [Financials](#)
  - ☒ [Contact Information](#)
- 



[This program/track is offered online.](#)

## Program Tracks

- [Accelerated BS to MSME](#)
- [Computer-Aided Mechanical Engineering](#)
- [Mechanical Systems](#)
- [Miniature Engineering Systems](#)
- [Professional](#)
- [Thermofluids](#)

## Program Disciplines

This program belongs to the following disciplines:

- [Mechanical Engineering](#)
- [Engineering](#)



College : [Engineering and Computer Science](#)

Degree : MSME

Department : [Mechanical, Materials, and Aerospace Engineering](#) Option : Thesis, Nonthesis

Program Websites : <http://www.mmae.ucf.edu/>

## TRACK DESCRIPTION

The Master of Science in Mechanical Engineering is primarily intended for students with a bachelor's degree in Mechanical or Aerospace engineering or a closely related discipline obtained from a recognized accredited institution. The program offers Computer-Aided Mechanical Engineering, Mechanical Systems, Miniature Engineering Systems, Professional, Thermofluids and Accelerated BS to MS tracks.

[Read More ▼▲](#)

International students may only take one course per semester in a totally online format while attending UCF on a F-1 visa. Courses in this program can be taken in mixed mode for international students at UCF or fully online for international students who are not on visas. If you have questions, please consult the International Service Center at [www.intl.ucf.edu](http://www.intl.ucf.edu).

## CURRICULUM

### Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

All students must identify an adviser and file an official degree program of study prior to the completion of 9 credit hours of study. The program of study must have departmental approval and students should consult with the MMAE Graduate Program Director for assistance in completing their program of study form. At least 24 hours of the program of study must include formal course work, exclusive of thesis and research, and at least half of the credit hours must be from courses at the 6000 level. Substitutions to the program of study must meet with the approval of the adviser and the department.

A student with an undergraduate degree outside of the selected departmental discipline may be required to satisfy an articulation program and take additional prerequisites. More information is available from the MMAE departmental website listed above.

### Prerequisites (or equivalent)

- Differential Equations (MAP 2302)
- Modeling Methods in Mechanical and Aerospace Engineering (EML 3034C)
- Thermodynamics of Mechanical Systems (EML 3101)
- Measurements in Thermal Systems (EML 4304C)
- Fluid Mechanics II (EML 4703) or Propulsion Systems (EAS 4300)
- Heat Transfer (EML 4142)

### Required Courses—12 Credit Hours

- EML 5060 Mathematical Methods in Mechanical, Materials and Aerospace Engineering (3 credit hours)
- ~~EML 6712 Viscous Flow (3 credit hours)~~
- EML 5152 Intermediate Heat Transfer (3 credit hours)

- [EML 5713 Intermediate Fluid Mechanics \(3 credit hours\)](#)
- EML 6104 Classical Thermodynamics (3 credit hours)

## **Elective Courses—12 Credit Hours**

All students, both thesis and nonthesis, must take 12 credit hours of electives from the following list or from courses from other MMAE tracks. Up to 6 credit hours of electives could also be from other graduate courses offered in the College of Engineering and Computer Science. Students should confer with their advisers when choosing electives.

- EML 5402 Turbomachinery (3 credit hours)
- EML 6155 Convection Heat Transfer (3 credit hours)
- EML 6157 Radiation Heat Transfer (3 credit hours)
- EML 6725 Computational Fluid Dynamics and Heat Transfer I (3 credit hours)
- EML 5131 Combustion Phenomena (3 credit hours)
- EML 6154 Conduction Heat Transfer (3 credit hours)
- EAS 6185 Turbulent Flow (3 credit hours)
- EML 6712 Viscous Flow (3 credit hours)
- EAS 6138 Advanced Gas Dynamics (3 credit hours)
- EAS 5302 Direct Energy Conversion (3 credit hours)
- EAS 5315 Rocket Propulsion (3 credit hours)
- EML 5026C Advanced Engineering Design Practice (3 credit hours)
- EML 5066 Computational Methods in Mechanical, Materials and Aerospace Engineering (3 credit hours)
- EML 5105 Gas Kinetics and Statistical Thermodynamics (3 credit hours)
- EML 6062 Boundary Element Methods in Engineering (3 credit hours)
- EML 6124 Two-Phase Flow (3 credit hours)
- EML 6158 Gaseous Radiation Heat Transfer (3 credit hours)
- EML 6144 Boiling and Condensation Heat Transfer (3 credit hours)
- EML 6726 Computational Fluid Dynamics and Heat Transfer II (3 credit hours)

## **Thesis Option—6 Credit Hours**

Thesis students must complete an independent research project, and write and defend a thesis describing the project. Students may not register for thesis credit hours until an advisory committee has been appointed and the committee has reviewed the program of study and the proposed thesis topic.

- EML 6971 Thesis (6 credit hours minimum)

The College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's adviser and posted on the CECS [website](#) and on the [Events Calendar](#) at the College of Graduate Studies website at least two weeks before the defense date.

## **Nonthesis Option—6 Credit Hours**

Nonthesis students must take EML 6085 Research Methods in MMAE or EML 6918 Directed Research as part of their 30-credit-hour course requirement. Furthermore, they must take an additional elective beyond the 12 credit hours of electives described above.

- EML 6085 Research Methods in MMAE (3 credit hours) OR EML 6918 Directed Research (3 credit hours)
- Elective (3 credit hours)

## Equipment Fee

Students in the Mechanical Engineering MSME program pay a \$90 equipment fee each semester that they are enrolled.

## INDEPENDENT LEARNING

The Independent Learning Requirement is met by successful completion of a master's thesis for the thesis option. The nonthesis option requires either EML 6085 Research Methods in MMAE (3 credit hours) or EML 6918 Directed Research (3 credit hours) as the student's independent learning experience.

## 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.

The College of Engineering and Computer Science encourages prospective applicants to complete a pre-application form ([www.cecs.ucf.edu/preapp](http://www.cecs.ucf.edu/preapp)) before completing the online application for graduate admission.

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.
- A bachelor's degree in Mechanical or Aerospace Engineering, or a closely related discipline.
- Résumé.
- Statement of educational, research, and professional career objectives.
- 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.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting applicants into their research program.

Additional courses may be required to correct deficiencies. Applicants should contact the MMAE graduate program director for more information.

## Application Deadlines

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

| Thermofluids                      | Fall Priority | Fall   | Spring | Summer |
|-----------------------------------|---------------|--------|--------|--------|
| Domestic Applicants               | Jan 15        | Jul 15 | Dec 1  | Apr 15 |
| International Applicants          | Jan 15        | Jan 15 | Jul 1  | Nov 1  |
| International Transfer Applicants | Jan 15        | Mar 1  | Sep 1  | Dec 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.


## Contact Info

### Graduate Program

**Alain Kassab**

Professor

[kassab@pegasus.cc.ucf.edu](mailto:kassab@pegasus.cc.ucf.edu)  
[kassab@mail.ucf.edu](mailto:kassab@mail.ucf.edu)

Telephone: 407-823-5778  
Engineering 1, Room 307 

### Graduate Admissions

**John Winter**



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

Telephone: 407-823-2766

Millican Hall 230 

[Online Application](#)

[Graduate Admissions](#)

## **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

### **LaVonda Walker**

Telephone: 407-823-0127

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

[www.graduate.ucf.edu](http://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](mailto:finaid@mail.ucf.edu)

<http://finaid.ucf.edu>

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



© 2010 University of Central Florida - May 2010, Volume 33

This Publication is copyrighted by the University of Central Florida and may not be reprinted or republished in whole or in part in any fashion or any media whatsoever without the prior written consent of a duly authorized University of Central Florida official.

Developed and maintained by the UCF College of Graduate Studies. Questions? E-mail [webmaster](#).



## Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes** (use **Track Changes in Word**).

College/Unit(s) Submitting Proposal: College of Education/Department of Educational & Human Sciences

Proposed Effective Term/Year: Fall 2011 (admission once per year in fall semesters only)

Unit(s) Housing Program: Department of Educational & Human Sciences

Name of program, track, and/or certificate: PhD in Education—Higher Education Track

Description of program (this description will show up in the graduate catalog copy):

The Higher Education Track of the PhD in Education has temporarily closed admission to new candidates effective immediately.

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☐ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

Program Director(s) and contact information: (name, email, phone, campus address, program website address)



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

Please check one: This action affects a:      Program      ☒ Track      Certificate

Please check one: This action is a(n):

☐ Addition. Please proceed to Part A.

☐ Revision. If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ Inactivation

**XX Temporary Suspension of Admissions. Give Length of Suspension:**

Indefinite—track may be reactivated at a later date if the need arises.

---

**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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

**Signature Page**

**RECOMMENDATIONS**

|   |                             |  |                         |
|---|-----------------------------|--|-------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Department Chair: <i>[Signature]</i>                   | Date: <i>10/18/10</i>   |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Curriculum Committee Chair: <i>[Signature]</i> | Date: <i>10/18/2010</i> |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Dean or Unit Head: <i>[Signature]</i>          | Date: <i>10/20/10</i>   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Chair or GSC:  | Date:                   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Dean, College of Graduate Studies:                     | Date:                   |

**APPROVAL**

Provost and Vice President for Academic Affairs:

Date:

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies





MEMORANDUM

Date: October 5, 2010

To: Dr. Rex Culp, Associate Dean for Research and Graduate Studies  
Graduate Curriculum and Standards Committee *MLS*

From: E. H. Mike Robinson, Director of Doctoral Programs *EMR*  
Grant Hayes, Ph.D., Professor & Chair *GH*

RE: Close admission to Higher Education Track (Ph.D.)

---

The Department of Educational and Human Sciences requests a temporary suspension of admission to the Higher Education Track in the Ph.D. in Education effective immediately. Program faculty members have indicated a desire to use the next year to review the existing track so that they may examine current trends in the field and make appropriate programmatic changes. The program should remain active in the College of Education's program inventory and all associated courses should remain active in the College's course inventory.

The program faculty will not admit any new students to the program at this time. At the moment there are 7 students enrolled in the program and they have indicated a desire to complete the program to which they were admitted. Therefore, no changes in course offerings will occur, allowing these individuals to complete their course work under the current program of study.

If you have any questions or need additional information, please let me know.



## Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

**College/Unit(s) Submitting Proposal: Education**

**Proposed Effective Term/Year: Summer 2011 (2011-12 Catalog)**

**Unit(s) Housing Program: Child, Family and Community Sciences**

**Current Name of program, track, and/or certificate: Sport and Fitness M.A.**

**Action-Change to: Sport and Exercise Science, Master of Science (M.S.);**

**Action: Track name revision to: Applied Exercise Physiology**

**Action: add PET 6908-Thesis option to both tracks.**

**Description of program (this description will show up in the graduate catalog copy):**

### OVERALL PROGRAM DESCRIPTION

The Master of Science in Sport and Exercise Science offers students the opportunity to develop knowledge and skills to pursue careers in research, coaching, athletic leadership, personal training, and within various industries in the health and exercise field. The program offers two tracks: Applied Exercise Physiology as well as Sport Leadership and Coaching. The Applied Exercise Physiology track is focused on preparing students for careers in research, strength and conditioning and health and wellness. The Sport Leadership and Coaching track prepares students for both administrative and coaching careers.

### APPLIED EXERCISE PHYSIOLOGY TRACK DESCRIPTION

The Applied Exercise Physiology track in the Sport and Exercise Science graduate program provides students with knowledge in health/wellness and applied physiology. Focus of study is on preparing students to study elite athletic development, youth health and fitness, and using exercise and nutrition interventions to enhance quality of life for mature adults. Students will prepare for careers in research, personal training, and strength and conditioning.

### SPORT LEADERSHIP AND COACHING TRACK DESCRIPTION

The Sport Leadership and Coaching track prepares students to become more effective leaders and coaches by helping develop skills related to planning, organizing, managing, and evaluating, within the context of a group, department, or organization whose primary product or service is related to sport and/or physical activity. Our graduates have gone on to careers in areas such as coaching at all levels of sport, intercollegiate and interscholastic athletics administration, parks and recreation, fitness and health club leadership, and community sport centers.





UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☒ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?) **Admission deadlines will not change.**

---

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?) **Remains the same as current catalog.**

---

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

**For the Sport and Exercise Science (M.S.) PROGRAM and the Applied Exercise Physiology TRACK:**

Jay R. Hoffman, Ph.D., Professor E-mail: [jrhoffma@mail.ucf.edu](mailto:jrhoffma@mail.ucf.edu) ; Telephone: 407-823-3824; Office: Orlando Campus ED 320H

[http://education.ucf.edu/prog\\_page.cfm?ProgDeptID=41&ProgID=160](http://education.ucf.edu/prog_page.cfm?ProgDeptID=41&ProgID=160)

**For the Sport Leadership and Coaching TRACK:**

Edward (Ted) Kian, Ph.D. ; Assistant Professor; [ekian@mail.ucf.edu](mailto:ekian@mail.ucf.edu)

Telephone: 407-823-4631

Office: Orlando Campus ED 122A

---

**Please check one: This action affects a:** ☒ Program ☒ Track

**Please check one: This action is a(n):**

☒ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

**Program Revisions:**

- 1) Overall Program Name will change from "Sport and Fitness" to "Sport and Exercise Science".
  - 2) Change program from a Master of Arts (M.A.) to a Master of Science (M.S.). Originally the program included an initial teacher preparation program for Physical Education (P.E.). The P.E. program is no longer offered. Thus, an M.S. better reflects the current program.
  - 3) Change track name: "Health/Wellness and Applied Exercise Physiology" to "Applied Exercise Physiology".
  - 4) A thesis option will be added to both Tracks: 1) Applied Exercise Physiology Track; and 2) Sport Leadership and Coaching Track.
- 

☐ **Inactivation**

**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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**

### Signature Page

#### RECOMMENDATIONS

|   |                             |                                     |                        |                  |
|---|-----------------------------|-------------------------------------|------------------------|------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Department Chair: Dr. Anne Culp     | <i>Anne M. Culp</i>    | Date: 10/6/10    |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Curriculum Committee Chair: | <i>Mark S. Steward</i> | Date: 10/18/2010 |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Dean or Unit Head:          | <i>Grant Hays</i>      | Date: 10/20/10   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Chair or GSC:                       |                        | Date:            |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Dean, College of Graduate Studies:  |                        | Date:            |

#### APPROVAL

|  |       |
|--|-------|
| Provost and Vice President for Academic Affairs: | Date: |
|--|-------|

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



**Part A – For additions or revisions of programs, tracks or certificates**

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The change from “*Sport and Fitness*” to “*Sport and Exercise Science*” reflects the greater emphasis that is being placed on preparing students for careers in research and in strength and conditioning. In addition, the change in name also signifies the importance that the department is placing on faculty research, extramural funding, and both student and faculty recruitment. The program’s name also reflects the three Centers of Excellence that are being created: Elite Athletic Development, Youth Fitness and Aging Research.

Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?

☐ Yes     ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

The program is currently just changing the name to Sport and Exercise Science, Master of Science (M.S.) and adding a thesis option. If students in prior catalogs wish to move to the 2011-12 catalog to continue the program with the thesis option, they may do so.

Will students have the option to stay in their existing program, track, or certificate?     ☒ Yes

**Name Change** Are you changing the name of an existing program, track, or certificate?     ☐ Yes

If yes, provide the **new name of the program:** Sport and Exercise Science, Master of Science (M.S.)

Provide the **name of the current program:** Sport and Fitness, Master of Arts (M.A.)

If yes, provide the **new name of the track:** Applied Exercise Physiology

Provide the **name of the current track:** Health/Wellness and Applied Exercise Physiology

**When will the name changes become effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change. **Summer 2011 (2011-12 catalog)**

Will students have the option to stay in their existing program, track, or certificate?     Yes

If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:

old CIP:

new CIP:

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**



## Part A - Continued

Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)

- 1) **Jay R. Hoffman, PhD:** Dr. Jay Hoffman holds the rank of full professor in the Department of Child, Family and Community Sciences at the University of Central Florida. He is the Sport and Fitness Director administrating both the graduate and undergraduate programs. Dr. Hoffman is also a fellow of the American College of Sports Medicine and the National Strength and Conditioning Association. Dr. Hoffman was elected as President of the National Strength and Conditioning Association in July of 2009. He holds a unique perspective in his sport science background. Prior to his academic career he signed free agent contracts with the NY Jets and Philadelphia Eagles of the NFL and the Tampa Bay Bandits of the USFL. Recent honors and awards bestowed upon Dr. Hoffman include: 2007 Outstanding Sport Scientist of the Year from the National Strength and Conditioning Association (NSCA), 2005 Outstanding Kinesiology Professional Award from the Neag School of Education Alumni Society of the University of Connecticut, 2003 Educator of the Year NSCA, and 2003 Neag School of Education Outstanding Alumni Research Award (University of Connecticut). Dr. Hoffman is also the sports science advisor to Major League Baseball Strength Coaches and is assisting them in developing a steroid education program for baseball. Dr. Hoffman's primary area of study is in sports supplementation and training paradigms. Dr. Hoffman has published more than 150 articles and chapters in peer-reviewed journals. His books *Physiological Aspects of Sport Training and Performance* and *Norms for Fitness, Performance, and Health* were published by Human Kinetics. *A Practical Guide to Designing Resistance Training Programs* and *Total Fitness for Baseball* were published by Coaches Choice. Further sharing his research and findings, Dr. Hoffman has lectured at more than 250 national and international conferences and meetings.
- 2) **Edward (Ted) Kian, PhD:** Dr. Kian is an Assistant Professor and the graduate program coordinator for the Sport Leadership and Coaching track in the M.A. in Sport and Fitness at UCF. His academic research focuses on sport media, specifically portrayals of gender and gays and lesbians in sport media articles, new media, and attitudes and experiences of sport media members. Dr. Kian's scholarly research has appeared in journals such as *Broadcasting & Electronic Media*, *Contemporary Athletics*, *International Journal of Sport Communication*, *International Review for the Sociology of Sport*, *Journal of Homosexuality*, *Journal of Sports Media*, *Newspaper Research Journal*, *Soccer in Society*, *Sociology of Sport Journal*, and *SMART* (Sport Management and Related Topics). Dr. Kian earned an undergraduate degree in journalism from the University of Georgia, a master's in sport management from the University of Texas at Austin, and a Ph.D. in sport administration from The Florida State University, where he also served as an instructor in the sport management program and assisted with academic advising. Dr. Kian has 13 years of professional experience in sport journalism, working in newspapers, magazines, media relations, Internet sites, and radio.
- 3) **Dr. Thomas Fisher, PhD:** Dr. Fisher is the former graduate coordinator of the Health/Wellness and Applied Exercise Physiology track in the Sport & Fitness M.A. degree at UCF. Dr. Fisher also serves as a graduate and undergraduate instructor in Applied Exercise Physiology and Sports and Fitness here at UCF. Outside consultations include being the clinical director of optimum human performance, a performance enhancement, and rehabilitation private practice including physical training programs, motivation and sport psychology, and as the director of Health Sciences at the Golf Academy of the South. Dr. Fisher has been involved with the martial arts for over 35 years, and holds the rank of senior black belt instructor, examiner, and referee. He is also a licensed mental health counselor (LHMC), certified strength & conditioning specialist (CSCS) through the NSCA, and a certified rehabilitation counselor (CRC).
- 4) **Joe Burden, Jr. PhD:** Dr. Joe Burden, Jr. is an Assistant Professor in the Sport and Fitness program. He has a plethora of administrative and pedagogical experiences in higher education, which include assistant to the director of compliance in the Department of Intercollegiate Athletics at Delaware State University, academic counselor for the football program at the University of Maryland, teaching for and coordinating the Sport Management program at Delaware State University, and serving as a teacher educator preparing pre-service teachers in the physical education teacher education program at Kean University (NJ). Dr. Burden has authored and co-authored several manuscripts accepted for publication in some of the top peer reviewed journals in the fields of education and kinesiology such as *Quest*, *Race, Ethnicity and Education*, *Research Quarterly for Exercise and Sport*, and *American Behavioral Scientist*. Dr. Burden has researched a wide range of topics including the pedagogical experiences of ethnically diverse faculty in kinesiology programs, racial/ethnic



behavioral intentions in sport and physical activity, teacher educators' perceptions of pre-service teachers preparation in PETE programs as it relates to multicultural teaching competence, preservice teachers' perceived multicultural teaching competence, preservice teachers' levels of colorblind racial beliefs, and racial stereotyping in teachers, coaches, students, and athletes in sport and physical activity settings. More specifically, Dr. Burden's research foci is concerned with analyzing the influences of racial/ethnic stereotypes and its implications on teaching, learning, and behaviors in K-12 physical education and sport settings.

**Dr. Jeff Duke, EdD** is the foremost expert regarding the cultural influence in the coaching profession on society's mores. He has developed and authored the "Three Dimensional Pyramid of Coaching Success" that has revolutionized sport coaching. Dr. Duke has coached five sports including football, basketball, track and field, cross-country, and tennis. He has directly supervised 200 plus coaches in seventeen different sports. His coaching experience encompasses the youth level through the professional ranks, coupled with a multi-year stint as an assistant football coach at Florida State University under legendary coach Bobby Bowden. Dr. Duke is highly sought after to lead workshops, seminars, and training on the "cultural influence of the sport coach" throughout Europe and the Americas. He spent eight years as an international expert on coaching education development pre / post the Atlanta Olympic Games. His doctoral research (Florida State University) created baseline data on how to analyze proficient elite level coaching methods. Today, you will find Dr Duke traveling across the United States, leading and facilitating workshops with the adolescent sport coaching culture on becoming a Coach of Excellence. Throughout his career, Dr Duke has also developed an expertise in the area of facility development. As of this date, he has collaborated as project manager and senior consultant for sport construction projects in excess of 100 million dollars. These projects include new construction, renovation, and/ or Olympic training venues of 23 different sports, i.e., archery, badminton, baseball, diving, equestrian, football, table tennis, tae kwondo, track & field, soccer, softball, swimming, synchronized swimming, triathlon, and volleyball.

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

There will be no negative impact on the students currently in the program. The suggested changes will provide students the additional option of completing research and a thesis during their graduate studies.

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

No other programs are in conflict with the minimal changes being made to the program.

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

Students likely to enroll in this program are individuals interested in careers in exercise science and wellness fields. Graduates will be involved with scientific exploration of issues related to health, wellness, coaching, sport leadership, elite athletic performance, etc. Depending upon field chosen by students, there are various recommended certifications they may wish to obtain.

**Current Enrollment Information:**

Sport Leadership & Coaching: 60 active students for fall term, 56 enrolled in classes for fall 2010

Health/Wellness & Applied Exercise Physiology: 35 active students for fall term, 29 enrolled in classes for fall 2010.

**Total for Sport and Fitness M.A.: 95 active students, 85 enrolled in classes for fall 2010.**



|           | Year 1                    | Year 2     | Year 3 |
|-----------|---------------------------|------------|--------|
| Headcount | 95 (currently in program) | 110        | 140    |
| SCHs      | ~1900 SCHs                | ~2200 SCHs | ~2800  |

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Some students may elect to continue with graduate studies in a doctoral program. Examples of job upon completion of the program/track are: Sport researcher; Coaching; Personal Trainer; Allied Health; Sport Nutrition; Health Science Industry.

## Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 | N/A                        |                 |  |                        |                 |

## Checklist of items to be provided:

- ✕ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- N/A Attach all appropriate course action requests that will be necessary to implement the changes. Does not apply.
- N/A Emails showing consultation with other units. Does not apply
- N/A If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ✕ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.

This is not an addition but a change from an M.A. to an M.S. degree; the program name will change to reflect this degree change; and a thesis option is being added.

Terms to provide additional links for prospective students to search in the online graduate catalog:

sport(s); exercise; movement science; physiology; applied physiology; kinesiology; athletic; training; science; sport leadership; health; wellness; nutrition; fitness.



**Master of Science (M.S.) in Sport and Exercise Science**  
**A Proposal to the Graduate Curriculum and Standards Committee**

**TO:** CED Graduate Curriculum and Standards Committee (GCSC)  
**FROM:** Department of Child, Family and Community Sciences (CFCS)  
**RE:** Degree, Program Name and Curriculum Change  
**Date:** October 4, 2010

---

**Sport and Exercise Science Program Graduate Faculty:** Dr. Jay Hoffman, Dr. Thomas Fisher, Dr. Joseph Burden, Dr. Edward (Ted) Kian, and Dr. Jeff Duke

### **Overview**

The Department of Child, Family and Community Sciences proposes changing the name of the existing M.A. in Sport and Fitness with Tracks in Health/Wellness & Applied Exercise Physiology, and Sport Leadership & Coaching to an M.S. in Sport and Exercise Science with Tracks in Applied Exercise Physiology as well as Sport Leadership & Coaching. These changes will not affect students in the program, as the tracks within the graduate program are remaining the same with the exception of adding a thesis option for both tracks. Formerly this program included an initial teacher preparation program in Physical Education wherein the M.A. degree was appropriate. There is no longer an initial teacher preparation program. Therefore, the purpose of the name change is to better reflect the renewed focus of the department in research and sport science. The graduate tracks have a direct channel of students from our undergraduate program and will attract students from both national and international institutions.

The purpose of this re-design is to reflect the greater emphasis that is being placed on preparing students for careers in research, personal training and in strength and conditioning within the exercise science track. In addition, the change in name also signifies the importance that the department is placing on faculty research, extramural funding and both student and faculty recruitment. The program's name also reflects the three Centers of Excellence that are being created: elite athletic development, youth health and fitness, and using exercise and nutrition interventions to enhance quality of life for mature adults. The name change adds additional strength to the Sport Leadership & Coaching track, as scientific preparation is critical to the appropriate path of study for those individuals in this field.





### **Summary of Proposed Changes from Existing Degree Plan**

1. **Program Name Change:** Change “Sports and Fitness” **TO** “Sport and Exercise Science”. The program will maintain the two existing distinct tracks: 1) Applied Exercise Physiology and 2) Sport Leadership & Coaching.
2. **Program Degree Change:** Change Master of Arts (M.A.) to Master of Science (M.S.)
3. **Track Name Change:** “Change Health/Wellness and Applied Exercise Physiology” **TO** Applied Exercise Physiology”.
4. **Add Thesis Option:** The PET 6908 Thesis option will be added to both tracks.

### **Rationale**

The present title of “Sport and Fitness” does not properly address the new direction of the program. With an effort to enhance the scientific component of the department and increase recruitment of both research faculty and students pursuing careers in applied physiology and sport science research it is imperative that the name reflect the purpose and direction of the program. A greater emphasis on research, use of exercise science laboratories and thesis requirements require a name more reflective of this course of study. This name change will also be consistent with other Universities nationally and internationally that offer similar courses of study. In fact, the present name ‘Sport and Fitness’ does not exist at any other institution known. Competitively speaking, we are at a disadvantage when students begin investigation potential programs of study. At the very least the name change will allow us to compete for a broader range of students. Our present student population generally is from the local area, to be consistent with the mission of the University in expanding our reach both nationally and internationally it becomes critical to change a name to properly reflect the course of study within the program.

### **Thesis Option Information:**

As listed in catalog within tracks:

PET 6908      Thesis (6-9 credit hours)

Other thesis information required:

Course will be offered in the Sport and Exercise Science program in both tracks (i.e.

PET 6908 will be a 3 credit hour course

**Repeatable:** Yes

**Maximum credit hour allowed:** 9 credit hours

**Program Contact:** Dr. Jay Hoffman



## Sport and Exercise Science M.S.

### PROGRAM DESCRIPTION

The Master of Science in Sport and Exercise Science offers students the opportunity to develop knowledge and skills to pursue careers in research, coaching, athletic leadership, personal training, and within various industries in the health and exercise field. The program offers two tracks: Applied Exercise Physiology as well as Sport Leadership and Coaching. The Applied Exercise Physiology track is focused on preparing students for careers in research, strength and conditioning and health and wellness. The Sport Leadership and Coaching track prepares students for both administrative and coaching careers.

CED UCF 10/5/10 5:07 PM

**Deleted:** and Fitness MA

### CURRICULUM

#### Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

CED UCF 10/5/10 5:08 PM

**Deleted:** The Master of Arts in Sport and Fitness offers students the opportunity to develop knowledge and skills to work in areas such as coaching, athletic leadership, health clubs, and youth community centers. It is very common for sport and fitness graduates to coach in youth, school, and recreational programs as well as work in the fitness industry teaching in YMCAs, or fitness and wellness centers. The program offers two tracks: Health/Wellness and Applied Exercise Physiology, and Sport Leadership and Coaching. -

Each track in the Sport and Exercise Science M.S. requires a minimum of 33 credit hours beyond the bachelor's degree, including 9 credit hours of core courses, and 24 credit hours of a specialization area. All students are required to complete a research report or thesis after the completion of their studies and take a comprehensive examination.

CED UCF 10/5/10 5:12 PM

**Deleted:** Fitness MA

CED UCF 10/5/10 5:13 PM

**Deleted:** and

CED UCF 10/5/10 5:09 PM

**Deleted:** The Health/Wellness and

### TRACK DESCRIPTION: Applied Exercise Physiology

The Applied Exercise Physiology track in the Sport and Exercise Science graduate program provides students with knowledge in health/wellness and applied physiology. Focus of study is on preparing students to study elite athletic development, youth health and fitness, and using exercise and nutrition interventions to enhance quality of life for mature adults. Students will prepare for careers in research, personal training, and strength and conditioning.

### CURRICULUM

#### Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

#### Required Courses—9 Credit Hours

- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- PET 6910 Problem Analysis\* (3 credit hours)
- PET 5355 Exercise and Health (3 credit hours)

\* PET 6910 requires a research study that provides an independent learning experience for the program.

#### Elective Courses—24 Credit Hours

Students may select specialization courses from any of these areas with adviser's consent.

Selected courses from other programs or colleges may also be substituted with adviser's consent.

- HSC 5317 Health Methods: Teaching Strategies and Interventions (3 credit hours)
- PET 5635 Advanced Human Injuries (3 credit hours)
- PET 6089 Personal and Organizational Wellness (3 credit hours)

CED UCF 10/5/10 5:09 PM

**Deleted:** The Health/Wellness and Applied Exercise Physiology track in the Sport and Fitness MA program provides students with knowledge in health/wellness and applied physiology. -

- PET 6096 Wellness Development in Children (3 credit hours)
- PET 6217 Peak Performance in Sports (3 credit hours)
- PET 6330 Kinesiology (3 credit hours)
- PET 6357C Environmental Perturbation and Human Performance (3 credit hours)
- PET 6366 Exercise, Nutrition and Weight Control (3 credit hours)
- PET 6381 Physiology of Neuromuscular Mechanisms (3 credit hours)
- PET 6388 Cardiovascular Physiology (3 credit hours)
- PET 6505 Wellness Technology in Physical Education (3 credit hours)
- PET 6690 Exercise Testing and Prescription for Special Populations (3 credit hours)

#### Additional Specialization Course Options

- PET 6909 Research Report (3-6 credit hours)
- PET 6946 Practicum, Clinical Practice (3 credit hours)

OR

- PET 6908 Thesis (6-9 credit hours)

#### Additional Program Requirements

A comprehensive examination is required of all students.

#### INDEPENDENT LEARNING

PET 6910 requires a research study, the independent learning experience for the program.

CED UCF 10/5/10 6:07 PM

**Formatted:** Indent: Left: 0.25", First line: 0.25"

CED UCF 10/5/10 6:07 PM

**Formatted:** Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

#### TRACK DESCRIPTION: The Sport Leadership and Coaching

The Sport Leadership and Coaching track prepares students to become more effective leaders and coaches by helping develop skills related to planning, organizing, managing, and evaluating, within the context of a group, department, or organization whose primary product or service is related to sport and/or physical activity. Our graduates have gone on to careers in areas such as coaching at all levels of sport, intercollegiate and interscholastic athletics administration, parks and recreation, fitness and health club leadership, and community sport centers.

#### CURRICULUM

##### Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

##### Required Courses—9 Credit Hours

- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- PET 6910 Problem Analysis\* (3 credit hours)
- SPM 5155 Introduction to Sports Administration (3 credit hours)

\* PET 6910 requires a research study and provides an independent learning experience for the program.

##### Elective Courses—24 Credit Hours

Students may select specialization courses from any of these areas with adviser's consent.

Selected courses from other programs or colleges may also be substituted with adviser's consent.

- PET 5216 Motivational Aspects of Coaching (3 credit hours)
- PET 5495 Critical Issues: Ethics in Coaching and Sport (3 credit hours)
- PET 5766 Advanced Coaching Theory (3 credit hours)
- PET 6347 Advanced Coaching Methods (3 credit hours)
- PET 6252 Race and Gender in Coaching and Sport Leadership (3 credit hours)

CED UCF 10/5/10 5:09 PM

**Deleted:** The Sport Leadership and Coaching track in the Sport and Fitness MA program enables students to become more effective leaders and coaches by helping develop skills related to planning, organizing, managing, and evaluating, within the context of a group, department, or organization whose primary product or service is related to sport and/or physical activity. .

- PET 6391 Training and Conditioning Techniques for Coaches (3 credit hours)
- PET 6135 Historical Aspects of Sport and Physical Education (3 credit hours)
- SPM 5506 Financial Issues in Sports and Fitness (3 credit hours)
- SPM 5308 Marketing and Promoting Sports and Fitness Programs (3 credit hours)
- SPM 6106 Planning and Operating Facilities for Sports and Fitness Programs (3 credit hours)
- SPM 6158 Leadership and Management in Sports Programs (3 credit hours)
- SPM 6726 Legal Issues in Sports and Fitness Programs (3 credit hours)

#### Additional Specialization Course Options

- PET 6909 Research Report (3-6 credit hours)
- PET 6946 Practicum, Clinical Practice (3 credit hours)

OR

- PET 6908 Thesis (6-9 credit hours)

#### Additional Program Requirements

- A comprehensive examination is required of all students.

#### INDEPENDENT LEARNING

PET 6910 requires a research study, the independent learning experience for the program.

CED UCF 10/5/10 6:07 PM

**Formatted:** Indent: Left: 0.25", First line: 0.25"

CED UCF 10/5/10 5:10 PM

**Formatted:** Bullets and Numbering



## Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes** (use **Track Changes in Word**).

College/Unit(s) Submitting Proposal: Education

Proposed Effective Term/Year: Spring 2011

Unit(s) Housing Program: Educational and Human Sciences

Name of program, track, and/or certificate: EDS in School Psychology

Description of program (this description will show up in the graduate catalog copy):

No changes, remains the same...

DELIVERY - Will program be delivered: ☐ Face to face ☐ Completely online ☒ Mixed delivery

Admissions deadlines: (Please specify if you have a different deadline for the track than for the program?)

No changes, remains the same...

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

No changes, remains the same...

Program Director(s) and contact information: (name, email, phone, campus address, program website address)

No changes, remains the same...



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

---

Please check one: This action affects a: ☐ Program ☐ Track ☐ Certificate

Please check one: This action is a(n):

☐ Addition. Please proceed to Part A.

☒ Revision. If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ Inactivation

☐ Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

|   |                             |   |                       |
|---|-----------------------------|---|-----------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Department Chair: <i>Grant Hays</i>           | Date: <i>11/29/10</i> |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | College Curriculum Committee Chair:           | Date:                 |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Dean or Unit Head: <i>[Signature]</i> | Date: <i>11.30.10</i> |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Chair or GSC:                                 | Date:                 |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Dean, College of Graduate Studies:            | Date:                 |

APPROVAL

|  |       |
|--|-------|
| Provost and Vice President for Academic Affairs: | Date: |
|--|-------|

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



**Part A – For additions or revisions of programs, tracks or certificates**

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The School Psychology Program is making a very minor modification to the School Psychology Degree Audit. The program needs to switch a course that is a Florida Department of Education (DOE) requirement for our graduates to become state certified in school psychology. Currently, the catalog copy reads as follows: “EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours) or **EDF 6608** Social Factors in American Education (3 credit hours)”

**We intend to replace EDF 6608 with EDG 6415 – Principles of Instruction and Classroom Management. Given that this is a DOE certification area on the School Psychology Degree Audit, it is not a graduation requirement and the credits are not included in graduation totals.** These courses are taught in the same unit (College of Education, School of Teaching, Learning, and Leadership and the change was accepted by the director (Dr. Karen Biraimah).

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

**Will students have the option to stay in their existing program, track, or certificate?**

☒ Yes ☐ No

**Name Change**

**Are you changing the name of an existing program, track, or certificate?**

☐ Yes ☒ No

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

Provide the name of the current program, track, or certificate:

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?**

☒ Yes ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

old CIP:

new CIP:

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

**No changes, remains the same...**

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

**No changes, remains the same...**

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

The two courses (current course that is being replaced with the proposed course) are both taught in the same unit (College of Education, School of Teaching, Learning, and Leadership and the replacement was accepted by the director (Dr. Karen Biraimah).

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

|  |
|--|
|  |
|--|

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |
| SCHs      |        |        |        |

**If an addition,** indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

VP 009 Rev. 08/25/2010 Page | 5





|  |
|--|
|  |
|--|

### Part A - Continued

If an addition or there are substantial **REVISIONS** to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

### Checklist of items to be provided:

- ☒ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☒ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☒ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



October 14, 2010

Greetings Graduate Committee:

The School Psychology Program is approved/accredited by the National Association of School Psychologists (NASP) and NASP's "Standards for Training" were revised in 2010. The recent revision requires school psychologists to understand curricula and instructional methodology more comprehensively. The aforementioned necessitates a minor modification to the School Psychology Degree Audit.

Specifically, the program needs to switch a course that is a Florida Department of Education requirement for our graduates to become state certified in school psychology. Currently, the catalog copy reads as follows: "EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours) or **EDF 6608** Social Factors in American Education (3 credit hours)"

**We intend to replace EDF 6608 with EDG 6415. Given that this is a DOE certification area on the School Psychology Degree Audit, it is not a graduation requirement and the credits are not included in graduation totals.** These courses are taught in the same department and the change was accepted by the department chair.

EDG 6415 is an introductory course in the general method of instruction and would introduce School Psychology students to the state curriculum, some methods of instruction, instructional design, and some approaches to classroom management. It also requires students to complete two "micro-teaches" in which they have to design and deliver short lessons using two different instructional methods.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Oliver W. Edwards'.

Oliver W. Edwards, Ph.D., NCSP  
Associate Professor and Program Coordinator

c: B. Grant Hayes, Department Chair

# School Psychology EdS

## Program Disciplines

This program belongs to the following disciplines:

- [Psychology](#)
- [Education](#)



College : [Education](#)

Degree : EDS

Department : [Child, Family and Community Sciences](#) Option : Nonthesis

Program Websites : <http://education.ucf.edu/schpsy/>

## PROGRAM DESCRIPTION

The School Psychology EdS program is designed for students who wish to become certified School Psychologists. This specialist degree has very specific curriculum to meet the respective licensing requirements for school psychologists.



## CURRICULUM

The School Psychology EdS degree requires a minimum of 86 credit hours beyond the bachelor's degree, as well as a portfolio, practicum and research report at the completion of study.

### Total Credit Hours Required:

86 Credit Hours Minimum beyond the Bachelor's Degree

SPS courses are only open to students in the School Psychology Program.

### Prerequisites or Co-requisites (DOE Certification)

- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours) or ~~EDF 6608 Social Factors in American Education (3 credit hours)~~—**EDG 6415 Principles of Instruction and Classroom Management**

### Required Courses—62 Credit Hours

#### Core—12 Credit Hours

- EDF 6401 Statistics for Educational Data (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EEX 5051 Exceptional Children in the Schools (3 credit hours)

- EDP 6056 Advanced Educational Psychology (3 credit hours)

### **Specialization—50 Credit Hours**

- SPS 6601 Introduction to Psychological Services in Schools (3 credit hours)
- SPS 6606 School Consultation Techniques (3 credit hours)
- SPS 6608 Seminar in School Psychology (3 credit hours)
- SPS 6801 Developmental Basis of Diverse Behaviors (3 credit hours)
- SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools (3 credit hours)
- SPS 6703 Child and Adolescent Deviant Behavior and Treatment (3 credit hours)
- SPS 6931 Ethical and Legal Issues in School Psychological Services (3 credit hours)
- MHS 6400 Theories of Counseling and Personality (3 credit hours)
- MHS 6401 Techniques of Counseling (3 credit hours)
- SPS 6191 Individual Psychoeducational Diagnosis I (4 credit hours)
- SPS 6192 Individual Psychoeducational Diagnosis II (4 credit hours)
- SPS 6125 Infant Development Assessment (3 credit hours)
- SPS 6194 Assessment of Special Needs (3 credit hours)
- SPS 6206 Psychoeducational Interventions (3 credit hours)
- SPS 6175 Cultural Diversity and Nonbiased Assessment (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)

### **Research Report—6 Credit Hours**

- SPS 6909 Research Report I and II (6 credit hours)

### **Practicum and Internship—18 Credit Hours**

- SPS 6946 Practicum in School Psychology I (3 credit hours)
- SPS 6946 Practicum in School Psychology II (3 credit hours)
- SPS 6948 School Psychology Internship I and II (12 credit hours)

### **Portfolio**

A portfolio that documents reflections on study and learning experiences throughout the program is required.

### **Additional Program Requirements**

Complete an electronic portfolio and receive approval by the School Psychology faculty.

Pass a comprehensive exam.

Pass the Florida Teacher Certification Examination.

## **Equipment Fee**

Students in the School Psychology EdS program pay a \$90 equipment fee each semester that they are enrolled.

## **INDEPENDENT LEARNING**

A practicum and research report are required as the culminating independent learning experience.

## **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.

Prior to submitting an application to this program, applicants must attend an information session with program faculty. Please call (407) 823-2401 for meeting dates. **Do not apply until you attend an information session.**

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.
- A baccalaureate degree in Education or Psychology.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation (one from a faculty member).
- Résumé.
- Goal statement.
- Receive a favorable recommendation for admission by the School Psychology Review Committee.

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: 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.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this program

will only occur in the fall term. Information concerning specific admissions policies and procedures can be obtained from the program website: <http://schpsy.education.ucf.edu/index.cfm>. All other questions will be answered during the orientation meeting prospective students are required to attend.

## **Application Deadlines**

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

| <b>School Psychology EdS</b>             | <b>Fall Priority</b> | <b>Fall</b> | <b>Spring</b> | <b>Summer</b> |
|--|----------------------|-------------|---------------|---------------|
| <b>Domestic Applicants</b>               | Jan 15               | Mar 1       | -             | -             |
| <b>International Applicants</b>          | Jan 15               | Jan 15      | -             | -             |
| <b>International Transfer Applicants</b> | Jan 15               | Mar 1       | -             | -             |

## **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.

## School Psychology, EDS

Year 1

| <b>Fall</b>   | <b>Spring</b>  | <b>Summer</b>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• SPS 6601 Intro Sch Psych (3)</li> <li>• SPS 6225 Observ Behv Anly (3)</li> <li>• TSL 5085 Teach Lang Min Stu (3) *</li> <li>• EEX 5051 Exceptional Children (3)</li> </ul> | <ul style="list-style-type: none"> <li>• SPS 6191 Ind Psyc-Ed Diag I (4)</li> <li>• SPS 6194 Assess Sp Needs (3)</li> <li>• RED 5147 Develop. Reading (3)</li> <li>• EDF 6727 Crit Ana of Soc Ethic (3) *</li> </ul> | <ul style="list-style-type: none"> <li>• SPS 6801 Dev Bases Behavior (3)</li> <li>• SPS 6606 Consultation Tech (3)</li> <li>• SPS 6608 Seminar in Sch Psych (3)</li> <li>• SPS 6175 Cult Div/Assessment (3)</li> </ul> |
| <i>Semester Total: 12 credit hours</i>  | <i>Semester Total: 13 credit hours</i>   | <i>Semester Total: 12 credit hours</i>   |

Year 2

| <b>Fall</b>   | <b>Spring</b>  | <b>Summer</b>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• SPS 61912 Ind Psyc-Ed Diag II (4)</li> <li>• EDP 6056 Adv Educ Psych (3)</li> <li>• SPS 6946 Practicum I (3)</li> <li>• MHS 6400 Theory Counsel (3)</li> </ul> | <ul style="list-style-type: none"> <li>• SPS 6125 Inf Dev Assessmnt (3)</li> <li>• SPS 6206 Psych-Ed Interv (3)</li> <li>• EDF 6481 Fund Grad Research (3)</li> <li>• SPS 6946 Practicum II (3)</li> </ul> | <ul style="list-style-type: none"> <li>• SPS 6703 Devnt Beh &amp; Treatm (3)</li> <li>• SPS 6931 Legal/Eth Issues (3)</li> <li>• EDF 6401 Stats Educ Data (3)</li> <li>• MHS 6401 Tech Counseling (3)</li> </ul> |
| <i>Semester Total: 13 credit hours</i>  | <i>Semester Total: 12 credit hours</i>   | <i>Semester Total: 12 credit hours</i>   |

Year 3

| <b>Fall</b>  | <b>Spring</b>  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• SPS 6909 Research Report I (3)</li> <li>• SPS 6948 Sch Psyc Intern I (6)</li> </ul> | <ul style="list-style-type: none"> <li>• SPS 6909 Research Report II (3)</li> <li>• SPS 6948 Sch Psyc Intern II (6)</li> </ul> |  |
| <i>Semester Total: 9 credit hours</i>  | <i>Semester Total: 9 credit hours</i>  |  |

**From:** Karen Biraimah  
**To:** Oliver Edwards  
**Date:** 11/18/2010 1:54 PM  
**Subject:** Re: Information Request

Dear Oliver,

This is to confirm agreement with the course replacement for the School Psychology Degree discussed below.

Karen Biraimah

Karen Biraimah, Ph.D.  
Co-Director  
School of Teaching, Learning & Leadership  
College of Education  
University of Central Florida  
P.O. Box 161250  
Orlando, Florida 32816-1250  
U.S.A.  
Phone: (407) 823-2428  
Fax: (407) 823-5144

>>> Oliver Edwards 11/16/2010 10:01 AM >>>  
Greetings Karen,

I trust you recall our plan to replace EDF 6608 with EDG 6415 - Principles of Instruction and Classroom Management as a prerequisite and DOE certification area on the School Psychology Degree Audit. Apparently, to obtain approval from the University Graduate Council Curriculum Committee, we need an email from you confirming agreement.

Thanks,  
Oliver

Oliver W. Edwards, Ph.D., NCSP

=====  
Associate Professor and Coordinator  
School Psychology Program  
University of Central Florida  
Ed Complex, Room 115G  
PO Box 161250  
Orlando, FL 32816-1250  
Phone: 407-823-2740  
Fax: 407-823-3859  
[owedward@mail.ucf.edu](mailto:owedward@mail.ucf.edu)

Program Website:  
<http://education.ucf.edu/schpsy/index.cfm>

School Psychology Job Outlook:  
<http://www.usnews.com/money/careers/articles/2009/12/28/school-psychologist-2.html>

Personal Webpage:





## Program Action Request Form

---

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

**College/Unit(s) Submitting Proposal:** Education

---

**Proposed Effective Term/Year:** Fall 2011

---

**Unit(s) Housing Program:** School of Teaching, Learning, and Leadership

---

**Name of program, track, and/or certificate:** Graduate Certificate in Reading

---

**Description of program (this description will show up in the graduate catalog copy):**

The Graduate Certificate in Reading Education prepares classroom teachers with an emphasis on research-based strategies for assessment and instruction of reading in K-12 settings. Courses in the graduate certificate program support the development of Florida Reading Endorsement Competencies.

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☒ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

Same as current catalog: December 1 for Spring; April 15 for Summer; July 15 for Fall

---

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

Bachelor's degree and current full professional certification in a Florida K-12 certification area. Students in Master of Arts in Education programs may also be admitted but will not be allowed to complete RED 6846 until after the MA graduate internship.

---

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

Karri Williams, [kjwillia@mail.ucf.edu](mailto:kjwillia@mail.ucf.edu), 321-433.7922, UCF Cocoa 357 (BC 357)

---



Please check one: This action affects a: ☐ Program ☐ Track ☒ Certificate

Please check one: This action is a(n):

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

**Signature Page**

**RECOMMENDATIONS**

☐ Yes ☐ No Department Chair: *Michael C. Hyman* Date: *10/12/10*  
☒ Yes ☐ No College Curriculum Committee Chair: *Walter S. L. [Signature]* Date: *10/18/2010*  
☒ Yes ☐ No College Dean or Unit Head: *Robert Hays* Date: *10/20/10*  
☐ Yes ☐ No Chair or GSC: \_\_\_\_\_ Date: \_\_\_\_\_  
☐ Yes ☐ No Dean, College of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**APPROVAL**

Provost and Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



## Part A – For additions or revisions of programs, tracks or certificates

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

When the Graduate Certificate Program in Reading was originally developed, Florida DOE informally approved it as a reading endorsement program. We received an email indicating that our students would receive the Florida Reading Endorsement. Recent staff changes at DOE and the institution of a formal folio process for the Reading Endorsement led to our students no longer receiving reading endorsement through the Graduate Certificate in Reading Program. RED 6116 was questioned by DOE as not meeting intended Reading Endorsement Competencies. DOE is also in the process of adopting a revised set of Reading Endorsement Competencies. The reading faculty analyzed the new set of competencies and determined that TSL 5085 rather than RED 6116 would be the better course for meeting competencies. The reading faculty members are in the process of developing the Florida Reading Endorsement Folio for February 1<sup>st</sup> submission for the Graduate Certificate in Reading Program.

Graduate Certificate students enroll in classes that are used in other programs: RED 5147, RED 5517, TSL 5085 in MA Elementary Education; RED 6845 and RED 6846 in M.Ed. Reading. Current impact is minimal; enrollment data for Fall 2009 through Summer 2010 indicate #'s of Graduate Certificate in Reading students as 7 (fall), 5 (spring), 3 (summer). The decrease of students in RED 6116 will actually make more room for the M.Ed. Reading students; RED 6116 for fall 2010 and spring 2011 reached capacity soon after enrollment opened. TSL 5085 is required in most MA Education programs; the graduate certificate students will not greatly increase enrollment each semester. Reading faculty will work with Dr. Joyce Nutta, TSL 5085 course shepherd, in advising students as to the appropriate semester to enroll in TSL 5085.

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☐ Yes      ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

**Will students have the option to stay in their existing program, track, or certificate?**      ☐ Yes      ☐ No

### Name Change

**Are you changing the name of an existing program, track, or certificate?**      ☐ Yes      ☒ No

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

Provide the name of the current program, track, or certificate:



**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?** ☐ Yes ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**

old CIP:

new CIP:

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

### Part A - Continued

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

Drs. Timothy Blair, Michelle Kelley, Karri Williams, Nance Wilson, Vicky Zygoris-Coe regularly teach RED courses in the Graduate Certificate Program in Reading. Dr. Mary Starzynski was approved as of Summer 2010 to teach RED 6845. Dr. Joyce Nutta regularly teaches TSL 5085.

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

If DOE approves the Reading Endorsement Folio, current students will have the option of adding or substituting TSL 5085 for RED 6116 in order to earn the Florida Reading Endorsement. Faculty will advise current certificate students to wait to take RED 6116 until after the curriculum decisions are made at the university level.

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

Dr. Joyce Nutta has given her approval for use of TSL 5085. Email message from her will be attached.

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

Master of Arts in education programs have already inquired about the Graduate Certificate Program. Students in MA Language Arts Education and MA Social Studies Education have inquired. Students who have already earned master's degrees but would like to add the reading endorsement have inquired. Certification/endorsement depends on Florida Department of Education approval.



|  |
|--|
|  |
|--|

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |
| SCHs      |        |        |        |

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Students will be practicing teachers or those about to enter the teaching profession. The certificate program will add "Reading Endorsed" to job title or "Reading Endorsement" to credentials.

## Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

## Checklist of items to be provided:

- ☒ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☒ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



## Part B – For inactivations or suspensions of programs, tracks, or certificates

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

If yes, number of current students:

---

Please specify the intended time period of inactivation or suspension:

---

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
| EDF 7041  | EDF 7041    | EDF 7041    | EDF 7041  | EDF 7041    |
| EDF 6442  | EDF 6442    | EDF 6442    | EDF 6442  |             |
| EDF 7848  | EDF 7848    | EDF 7848    |           |             |
| EDF 6543  | EDF 6543    |             |           |             |
| EDA 7503  |             |             |           |             |

### Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

## Graduate Certificate Program in Reading

| Current  | Proposed   |
|--|--|
| <b>Required Courses—18 Credit Hours</b><br><br>RED 5147<br>Developmental Reading* (3 hrs)<br>RED 5517<br>Classroom Diagnosis and Development of<br>Reading Proficiencies (3 hrs)<br>RED 6116<br>Advanced Study in Foundations of Reading*<br>(3 hrs)<br>RED 6845<br>Advanced Evaluation and Instruction in<br>Reading (3 hrs)<br>RED 6846<br>Reading Practicum (6 hrs)<br><br>*online course | <b>Required Courses—18 Credit Hours</b><br><br>RED 5147<br>Developmental Reading* (3 hrs)<br>RED 5517<br>Classroom Diagnosis and Development of<br>Reading Proficiencies (3 hrs)<br>TSL 5085<br>Teaching Language Minority Students in K-12<br>Classrooms* (3 hrs)<br>RED 6845<br>Advanced Evaluation and Instruction in<br>Reading (3 hrs)<br>RED 6846<br>Reading Practicum (6 hrs)<br><br>*online course |
|  |  |

### Background and Rationale:

When the Graduate Certificate Program in Reading was developed, Florida DOE informally approved it as a reading endorsement program. We received an email indicating that our students would receive the Florida Reading Endorsement. Recent staff changes at DOE and the institution of a formal folio process for the Reading Endorsement led to our students no longer receiving reading endorsement through the Graduate Certificate in Reading Program. RED 6116 was questioned by DOE as not meeting intended Reading Endorsement Competencies. DOE is also in the process of adopting a revised set of Reading Endorsement Competencies. The reading faculty analyzed the new set of competencies and determined that TSL 5085 rather than RED 6116 would be the better course for meeting competencies. The reading faculty members are in the process of developing the Florida Reading Endorsement Folio for February 1<sup>st</sup> submission for the Graduate Certificate in Reading Program.

### Impact:

Currently, there are 5-10 students in the program; therefore, the immediate impact will be minimal. RED 6116 has filled quickly each registration period. There will be no impact on RED 6116. TSL 5085 is offered to all Master of Arts programs in the College of Education; most of the current Graduate Certificate Program in Reading students are in other Master of Arts programs that already require TSL 5085. Again, the impact on numbers in TSL 5085 will be minimal, and we have Dr. Joyce Nutta's support in adding TSL 5085 to our Graduate Certificate in Reading program. (I have asked her to submit an email message to that effect.)



## PROGRAM DESCRIPTION

The Graduate Certificate in Reading Education prepares classroom teachers with an emphasis on research-based strategies **for assessment and instruction of reading in K-12 settings**. ~~teaching reading through a straightforward, concise presentation of essential knowledge of performance areas.~~ Courses in the graduate certificate program support the development of Florida Reading Endorsement Competencies.

Formatted: Highlight

Read More ▼▲

## CURRICULUM

Although there are no course prerequisites, candidates who have had no previous children's or adolescent literature courses are strongly encouraged to take one course prior to enrolling in the certificate program or at least prior to enrolling in RED 6846 Reading Practicum.

### Total Credit Hours Required:

18 Credit Hours Minimum beyond the Bachelor's Degree

Suggested courses for those candidates who have not had previous children's or adolescent literature courses include: LAE 5415 Children's Literature in Elementary Education (3 credit hours) or LAE 5465 Literature for Adolescents (3 credit hours).

### Required Courses—18 Credit Hours

- RED 5147 Developmental Reading\* (3 credit hours)
- RED 5517 Classroom Diagnosis and Development of Reading Proficiencies (3 credit hours)
- **TSL 5085 Teaching Language Minority Students in K-12 Classrooms\* (3 credit hours)**
- ~~RED 6116 Advanced Study in Foundations of Reading\* (3 credit hours)~~
- ~~RED~~ 6845 Advanced Evaluation and Instruction in Reading (3 credit hours)
- RED 6846 Reading Practicum (6 credit hours)

Formatted: Highlight

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

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

\*Online delivery course.

## 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.

Professionals currently certified as Florida teachers are eligible to pursue the Graduate Certificate in Reading Education. **Current Master of Arts students in education programs are also eligible to enter the Graduate Certificate in Reading Education program but will not be allowed to take the final course, RED 6846, until after their MA graduate internship.**

Formatted: Highlight



## Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal:

College of Education

Proposed Effective Term/Year:

Fall/2010

Unit(s) Housing Program:

College of Education

Name of program, track, and/or certificate:

Mathematics Education  
Track in Education PhD

Description of program (this description will show up in the graduate catalog copy):

The Mathematics Education track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research, and service in the area of mathematics education. Doctoral students in this track engage in undergraduate teaching, participate in research activities with faculty, experience internships, and interact with the nationally acclaimed Lockheed Martin/UCF Academy for Mathematics and Science.

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☒ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

**Application requirements:** (Please specify if you have different application requirements for the track than for the



---

program? Will you admit directly to the track?)

---

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

---

**Please check one: This action affects a:** ☐ Program ☒ Track ☐ Certificate

**Please check one: This action is a(n):**

☐ **Addition.** Please proceed to Part A.

☒ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ **Inactivation**

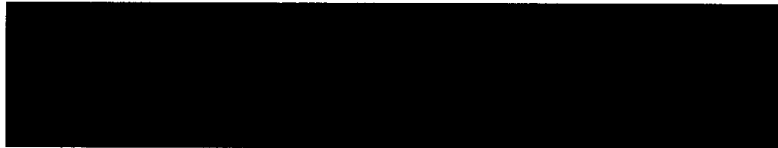
☐ **Temporary Suspension of Admissions. Give Length of Suspension:**

---

**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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



Signature Page

RECOMMENDATIONS

|   |                             |   |                         |
|---|-----------------------------|---|-------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Department Chair: <i>Michael A. Hyman</i>                   | Date: <i>10/12/10</i>   |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Curriculum Committee Chair: <i>Michael A. Hyman</i> | Date: <i>10/18/2010</i> |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Dean or Unit Head: <i>Frank Hayes</i>               | Date: <i>10/20/10</i>   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Chair or GSC:   | Date:                   |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Dean, College of Graduate Studies:                          | Date:                   |

APPROVAL

|  |       |
|--|-------|
| Provost and Vice President for Academic Affairs: | Date: |
|--|-------|

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



## Part A – For additions or revisions of programs, tracks or certificates

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The total number of credits required for this program remains unchanged. The required courses in the specialization were changed to accommodate changes in the field of mathematics education as well as changes in the backgrounds of candidates entering the program. Specifically, the total number of required credit hours changed from 18 credits to 9 credits. The total number of elective credit hours changed from 0 credit hours to 12 credit hours. The total number of required internship credit hours changed from 6 credit hours to 3 credit hours. MAE 6656: Using Technology in the Instruction of K-12 Mathematics, MAE 6938: Seminar in Mathematics Education, and MAE 6899: Seminar in Teaching Mathematics were deleted from the required specialization courses but may be taken as electives pending advisor approval.

Within the electives, students must take one elective focused on elementary mathematics education and one focused on secondary mathematics education to insure that a K-12 perspective on mathematics education is developed through experiences in coursework.

The internship was previously a 6XXX course, it will be replaced with a 7XXX course if approved (see attached). This change is in response to the need for internship experiences different from students who are not pursuing the advanced graduate degree.

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☒ Yes    ☐ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

**Will students have the option to stay in their existing program, track, or certificate?**    ☒ Yes    ☐ No

### Name Change

**Are you changing the name of an existing program, track, or certificate?**    ☐ Yes    ☒ No

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

Provide the name of the current program, track, or certificate:

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?**    ☐ Yes    ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**

old CIP:



new CIP:

---

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

Program faculty have not changed from the previously approved program.

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

Students will only be impacted if they choose to follow this program. The total number of credits is the same.

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

Not applicable.

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

Enrollment remains the same as the previously approved program.

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |
| SCHs      |        |        |        |



If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

|  |
|--|
|  |
|--|

### Part A - Continued

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

### Checklist of items to be provided:

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.





## Part B – For inactivations or suspensions of programs, tracks, or certificates

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

If yes, number of current students:

---

Please specify the intended time period of inactivation or suspension:

---

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
| EDF 7041  | EDF 7041    | EDF 7041    | EDF 7041  | EDF 7041    |
| EDF 6442  | EDF 6442    | EDF 6442    | EDF 6442  |             |
| EDF 7848  | EDF 7848    | EDF 7848    |           |             |
| EDF 6543  | EDF 6543    |             |           |             |
| EDA 7503  |             |             |           |             |

### Checklist of items to be provided:

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

## CURRICULUM

|  |
|--|
| <b>Total Credit Hours Required:</b>                |
| 72 Credit Hours Minimum beyond the Master's Degree |

### Required Courses—~~42~~ 33 Credit Hours

#### Core—24 Credit Hours

- IDS 7501 Issues and Research in Education (3 credit hours)
- IDS 7500 Seminar in Educational Research (variable credit and repeatable, 6 credit hours)
- EDF 7475 Qualitative Research in Education (3 credit hours)
- EDF 7403 Quantitative Foundations of Educational Research (3 credit hours)
- EDF 7463 Analysis of Survey, Record and Other Qualitative Data (3 credit hours)
- IDS 7502 Case Studies in Research Design (3 credit hours)
- IDS 7938 Research Cluster Seminar (3 credit hours) or approved research methods elective

#### Specialization—~~18~~ 9 Credit Hours

- MAE 7640 History of Mathematics Education (3 credit hours)
- MAE 7795 Seminar on Research in Mathematics Education (6 credit hours)
- ~~• MAE 6656 Using Technology in the Instruction of K-12 Mathematics (3 credit hours)~~
- ~~• MAE 6938 Seminar in Mathematics Education (3 credit hours)~~
- ~~• MAE 6899 Seminar in Teaching Mathematics (3 credit hours)~~

Formatted: Bullets and Numbering

#### Elective Courses—12 Credit Hours

- Course work in elementary mathematics education (3 credit hours)
- Course work in secondary mathematics education (3 credit hours)
- Course work in mathematics or mathematics education (6 credit hours)

Formatted: Font: 18 pt

Formatted: Bullets and Numbering

Formatted: Font: 18 pt

Formatted: List Paragraph, Bulleted +  
Level: 1 + Aligned at: 0" + Indent at:  
0.25"

Formatted: Font: Not Bold

## Dissertation—24 Credit Hours

- XXX-MAE 7980 Dissertation Research (24 credit hours minimum)

Doctoral students must present a prospectus for the dissertation to the doctoral adviser, prepare a proposal and present it to the dissertation committee, and defend the final research submission with the dissertation committee.

## Internship—~~6~~ 3 Credit Hours

- MAE 6946-7XXX Internship in Mathematics Education ~~Internship~~ (36 credit hours minimum)

University of Central Florida

College of Education

Plan of Study\* MAJOR Mathematics Education CODE \_\_\_\_\_ DEGREE Ph.D.

This GS-4 is a(n): INITIAL \_\_\_\_ REVISION \_\_\_\_ FINAL \_\_\_\_ (w/grades for cert) Entry date: \_\_\_\_\_

STUDENTS NAME: \_\_\_\_\_ PID \_\_\_\_\_

| <u>Prefix<br/>Number</u> | <u>Course Title</u> | <u>Sem<br/>Hrs</u> | <u>Sem/yr<br/>(ex. F91)</u> | <u>Grade</u> | <u>Institution*<br/>(If not UCF)</u> |
|--------------------------|---------------------|--------------------|-----------------------------|--------------|--------------------------------------|
|--------------------------|---------------------|--------------------|-----------------------------|--------------|--------------------------------------|

Area I. PREREQUISITES

|       |       |      |      |      |      |
|-------|-------|------|------|------|------|
| _____ | _____ | ____ | ____ | ____ | ____ |
| _____ | _____ | ____ | ____ | ____ | ____ |

Area I Total \_\_\_\_\_

Area II. EDUCATION CORE (24 hrs)

|   |          |      |      |      |      |
|---|----------|------|------|------|------|
| IDS 7501 Issues and Research in Education | <u>3</u> | ____ | ____ | ____ | ____ |
| EDF 7403 Quant. Foundations. of Ed. Res.  | <u>3</u> | ____ | ____ | ____ | ____ |
| EDF 7463 Analysis of Survey               | <u>3</u> | ____ | ____ | ____ | ____ |
| EDF 7475 Qualitative Research in Ed.      | <u>3</u> | ____ | ____ | ____ | ____ |
| IDS 7500 Research Seminar in Education    | <u>6</u> | ____ | ____ | ____ | ____ |
| IDS 7502 Case Studies in Educational Res. | <u>3</u> | ____ | ____ | ____ | ____ |

Advisor approved Research Methods Elective:

|       |          |      |      |      |      |
|-------|----------|------|------|------|------|
| _____ | <u>3</u> | ____ | ____ | ____ | ____ |
|-------|----------|------|------|------|------|

Area II Total \_\_\_\_\_

Area III. SPECIALIZATION (21 min hrs)A. Required Courses

|   |          |      |      |      |      |
|---|----------|------|------|------|------|
| MAE 7640 History of Mathematics Education | <u>3</u> | ____ | ____ | ____ | ____ |
| MAE 7795 Seminar in Research in Math Ed   | <u>6</u> | ____ | ____ | ____ | ____ |

At least one course focused on Elementary Mathematics Education, for example:

MAE 6318 Elementary Mathematics Methods  
 MAE 6899 Seminar in Teaching Mathematics

|       |          |      |      |      |      |
|-------|----------|------|------|------|------|
| _____ | <u>3</u> | ____ | ____ | ____ | ____ |
|-------|----------|------|------|------|------|

At least one course focused on Secondary Mathematics Education, for example:

MAE 6337 Teaching Algebra in Secondary Schools  
 MAE 6338 Teaching Geometry in Secondary Schools  
 MAE 6938 Teaching Advanced Mathematics

|       |          |      |      |      |      |
|-------|----------|------|------|------|------|
| _____ | <u>3</u> | ____ | ____ | ____ | ____ |
|-------|----------|------|------|------|------|

Two advisor approved Mathematics Education or Mathematics Electives:

|       |          |      |      |      |      |
|-------|----------|------|------|------|------|
| _____ | <u>3</u> | ____ | ____ | ____ | ____ |
| _____ | <u>3</u> | ____ | ____ | ____ | ____ |

Area III Total \_\_\_\_\_

Area IV. INTERNSHIP (3 min hrs)

|   |          |      |      |      |      |
|---|----------|------|------|------|------|
| MAE 6946 Mathematics Education Internship | <u>3</u> | ____ | ____ | ____ | ____ |
|---|----------|------|------|------|------|

Area IV Total \_\_\_\_\_

Area V. DISSERTATION (24 min hrs)

MAE 7980 Dissertation  
MAE 7980 Dissertation  
MAE 7980 Dissertation

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**Area V Total** \_\_\_\_\_

**Total Hours** \_\_\_\_\_  
(min. 72 hours)

|                            |               |   |               |
|----------------------------|---------------|---|---------------|
| _____<br>Student Signature | _____<br>Date | _____<br>Doctoral Program Coordinator/Dept. | _____<br>Date |
|----------------------------|---------------|---|---------------|

|                  |               |                                 |               |
|------------------|---------------|---------------------------------|---------------|
| _____<br>Adviser | _____<br>Date | _____<br>Acknowledgement by OGS | _____<br>Date |
|------------------|---------------|---------------------------------|---------------|

All transfer hours from Masters degree, post-baccalaureate, and graduate work from other universities (total not to exceed 30 hours) must be listed.

**+Indicators provided as follows:**

**M = Masters degree courses/post masters**

**B = Post-baccalaureate courses**

**T = Transferred from another university**



## Program Recommendation Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

College/Unit(s) Submitting Proposal: COHPA

Proposed Effective Term/Year: FALL 2011

Unit(s) Housing Program: CRIMINAL JUSTICE

Name of program, track, and/or certificate: CJMS PROFESSIONAL TRACK

Description of program (this description will show up in the graduate catalog copy):

No description changes are necessary, only the removal of one line, please see attachment.

**DELIVERY - Will program be delivered:** ☒ Face to face ☒ Completely online ☒ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address)

Dr. Ross Wolf [rwolf@mail.ucf.edu](mailto:rwolf@mail.ucf.edu), 4000 Central Florida BLVD. Orlando, FL 32816-1600, 407-823-2603,  
<http://www.cohpa.ucf.edu/crim.jus/>



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

Please check one: This action affects a: ☐ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☐ Addition. Please proceed to Part A.

☒ Revision. If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ Inactivation

☐ Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.


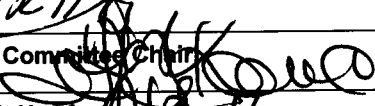

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

**Signature Page**

**RECOMMENDATIONS**

|   |                             |                                     |  |       |          |
|---|-----------------------------|-------------------------------------|--|-------|----------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Department Chair:                   |   | Date: | 10/11/10 |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Curriculum Committee Chair: |   | Date: | 10/25/10 |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | College Dean or Unit Head:          |  | Date: | 10/25/10 |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Chair or GSC:                       |  | Date: |          |
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No | Dean, College of Graduate Studies:  |  | Date: |          |

**APPROVAL**

|  |       |
|--|-------|
| Provost and Vice President for Academic Affairs: | Date: |
|--|-------|

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies





**Part A – For additions or revisions of programs, tracks or certificates**

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

Requesting the removal of PLA 6486 – Administrative Law for CJ Professionals, from the Criminal Justice MS Professional Track as a core requirement. The course is currently listed as one of two options to complete toward the required core course work. Removal of this course from the catalog will not impact current program requirements, admissions, or graduation for the Professional Track.

The course was an administrative law course taught by Legal Studies faculty in the Department's masters program. The department split in July 2010 and the Legal Studies faculty is no longer teaching in the Criminal Justice MS program.

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☐ Yes ☒ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

**Will students have the option to stay in their existing program, track, or certificate?** ☒ Yes ☐ No

**Name Change**

**Are you changing the name of an existing program, track, or certificate?** ☐ Yes ☒ No

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

Provide the name of the current program, track, or certificate:

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?** ☒ Yes ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**

old CIP:



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

new CIP:

---

**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so: (List faculty and a brief paragraph of their credentials.)**

N/A

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

Students will not be impacted by the removal of this course. Those students that took the course as a part of the requirements will be allowed to count it towards graduation requirements. Otherwise, students would have chosen to take the other course offered that fills the same requirement.

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount |        |        |        |



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

|      |  |  |  |
|------|--|--|--|
| SCHs |  |  |  |
|------|--|--|--|

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

|  |
|--|
|  |
|--|

**Part A - Continued**

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

**Checklist of items to be provided:**

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



**Part B – For inactivations or suspensions of programs, tracks, or certificates**

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

If yes, number of current students:

---

Please specify the intended time period of inactivation or suspension:

---

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
| EDF 7041  | EDF 7041    | EDF 7041    | EDF 7041  | EDF 7041    |
| EDF 6442  | EDF 6442    | EDF 6442    | EDF 6442  |             |
| EDF 7848  | EDF 7848    | EDF 7848    |           |             |
| EDF 6543  | EDF 6543    |             |           |             |
| EDA 7503  |             |             |           |             |

**Checklist of items to be provided:**

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)



Department of Criminal Justice  
College of Health and Public Affairs

September 9, 2010

Graduate Curriculum Committee  
College of Graduate Studies  
2230 Millican Hall  
Orlando, FL 32816

To Whom It May Concern,

The Department of Criminal Justice respectfully requests a change to the Professional Track core requirements. Currently the requirement under consideration requires either CCJ 5489, Professionalism in Criminal Justice Organization or PLA 6486, Administrative Law for Criminal Justice Professionals. The change requested is to eliminate the option of PLA 6486, Administrative Law for Criminal Justice Professionals. The reasons for this request are twofold. First, the option was initially created because Legal Studies could not accommodate Criminal Justice curricular demand (either frequency or mode of offering) for the course so an alternative was created and staffed by Criminal Justice. Second, it has come to our attention that Legal Studies does not intend to sustain the present course and is in the process of significant redesign. The change sought is to change the current requirement from, "CCJ 5489 Professionalism in Criminal Justice Organization (3 credit hours) or PLA 6486 Administrative Law for Criminal Justice Professionals (3 credit hours)" to "CCJ 5489 Professionalism in Criminal Justice Organization (3 credit hours)."

If you have any questions regarding this request, please do not hesitate to call me at 407-823-5929.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Langworthy'.

Robert H. Langworthy  
Professor/Chair of Department of Criminal Justice

## TRACK DESCRIPTION

The Professional track of the Master of Science in Criminal Justice program emphasizes criminal justice research, theory, policy and organizational administration. The program is designed to prepare future criminal justice organizational leaders to be consumers of research and to equip them to summarize and present organizational information.

**Read More ▼ ▲**

## CURRICULUM

### **Total Credit Hours Required:**

#### **36 Credit Hours Minimum beyond the Bachelor's Degree**

The Criminal Justice Professional MS program requires a minimum of 36 credit hours beyond the bachelor's degree, including a minimum of 21 credit hours of core courses, 6 credit hours from restricted electives and 9 credit hours of unrestricted electives selected in consultation with an adviser.

### **Required Courses—21 Credit Hours**

#### **Core—18 Credit Hours**

- CCJ 5015 The Nature of Crime (3 credit hours)
- CCJ 5456 The Administration of Justice (3 credit hours)
- CCJ 6704 Research Methods in Criminal Justice (3 credit hours)
- CCJ 6106 Policy Analysis in Criminal Justice (3 credit hours)
- CCJ 6118 Criminal Justice Organizations (3 credit hours)
- **CCJ 5489 Professionalism in Criminal Justice Organization (3 credit hours) or ~~PLA 6486 Administrative Law for Criminal Justice Professionals (3 credit hours)~~**

#### **Capstone—3 Credit Hours**



## Program Action Request Form

This form is to be used to revise, add, suspend, or inactivate degree programs, tracks, or certificate programs. A new form must be used for each program, track, or certificate.

**PLEASE NOTE:** The deadline for new tracks or certificates is **February 1 of each year**. Any proposal for new tracks or certificates received after this date will not be included in the next year's catalog. Revisions to existing programs, tracks, or certificates are **due by March 15**. Any proposals for revisions received after that date will not be included in the next year's catalog. Please include catalog copy (description, curriculum, contact information, application requirements, and application deadlines). For revisions – attach the catalog copy **showing changes (use Track Changes in Word)**.

|   |                           |
|---|---------------------------|
| College/Unit(s) Submitting Proposal:        | Health and Public Affairs |
| Proposed Effective Term/Year:               | Fall 2011                 |
| Unit(s) Housing Program:                    | Public Administration     |
| Name of program, track, and/or certificate: | "Dual Degree" MPA/PhD     |

### Description of program (this description will show up in the graduate catalog copy):

The MPA/PhD program provides academically talented students an opportunity to earn both the MPA and the PhD in Public Affairs / Public Administration Track concurrently. The program is designed to increase the quality of student research, increase the research capacity of the Department of Public Administration, and to better prepare Ph.D. students for the academic job market teaching in the discipline of public administration.

**DELIVERY - Will program be delivered:** ☐ Face to face ☐ Completely online ☒ Mixed delivery

**Admissions deadlines:** (Please specify if you have a different deadline for the track than for the program?)

Standard MPA and Ph.D. admissions deadlines

**Application requirements:** (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)

Applicants must meet the minimum requirements for both the MPA and PhD programs. Applicants apply directly to the dual degree program.

**Program Director(s) and contact information:** (name, email, phone, campus address, program website address) Dr. Ronnie Korosec, Interim Director, Ph.D. Program. [rkorosec@mail.ucf.edu](mailto:rkorosec@mail.ucf.edu), 407-823-3650. HPA I, Suite 363. <http://www.cohpa.ucf.edu/pubaffphd/>  
Dr. Naim Kapucu, MPA/Ph.D. Liaison, [nkapucu@mail.ucf.edu](mailto:nkapucu@mail.ucf.edu), 407-823-6096. HPA II, Suite 238. <http://www.cohpa.ucf.edu/pubadm/>





Please check one: This action affects a: ☒ Program ☒ Track ☐ Certificate

Please check one: This action is a(n):

☒ **Addition.** Please proceed to Part A.

☐ **Revision.** If a revision applies to multiple tracks, please list them here and then proceed to Part A:

---

☐ **Inactivation**

☐ **Temporary Suspension of Admissions. Give 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. Currently enrolled students will not experience any issues with continued enrollment.

**Inactivation:** Admissions will be suspended for new students and the program will be removed from the online application. Students active in the program are eligible to complete the program under the appropriate criteria and an appropriate teach-out plan is required. The program will be removed from the catalog as of the approved term.

**If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.**





UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

☒ Yes ☐ No Department Chair: Mary Ann Felder Date: 10-20-10  
☒ Yes ☐ No College Curriculum Committee Chair: [Signature] Date: 10/25/10  
☒ Yes ☐ No College Dean or Unit Head: [Signature] Date: 10/25/10  
☐ Yes ☐ No Chair or GSC: \_\_\_\_\_ Date: \_\_\_\_\_  
☐ Yes ☐ No Dean, College of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVAL

Provost and Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;  
University Analysis and Planning Support; College of Graduate Studies



**Part A – For additions or revisions of programs, tracks or certificates**

**Brief Statement of Program Change and rationale:** (Please indicate the change, the rationale for the change, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.)

The purpose of the MPA/PhD dual degree program is to increase research capacity of the Department of Public Administration and to better prepare PhD students for the academic job market. Students in the MPA/PhD dual degree program will engage research with the department faculty over several years. Faculty can develop students more fully with this long term interaction. The dual degree will also help recruiting and retaining students to the newly approved Public Administration track within the Public Affairs PhD program.

The purpose of this dual degree program proposal combining the Master of Public Administration and the PhD in Public Affairs provides academically talented students an opportunity to earn these two graduate degrees concurrently

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**

☒ Yes ☐ No

If yes, state the name of the program or track where students are currently enrolled and provide a list of students if possible:

MPA program - some students may select new degree program

**Will students have the option to stay in their existing program, track, or certificate?** ☒ Yes ☐ No

**Name Change**

**Are you changing the name of an existing program, track, or certificate?** ☐ Yes ☒ No

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

Provide the name of the current program, track, or certificate:

**When is the name change effective?** Please note: A name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

**Will students have the option to stay in their existing program, track, or certificate?** ☒ Yes ☐ No

**If you are requesting a CIP Code change for an existing program, track, or certificate, please provide:**

old CIP:

new CIP:



**If a name change is your only revision, stop here. Otherwise, complete the rest of Part A.**

**Part A - Continued**

**Specify the faculty who will participate in the program, track or certificate and their credentials to do so:** (List faculty and a brief paragraph of their credentials.)

|  |
|--|
|  |
|--|

**Impact of changes on students:** Will current students be impacted by the addition or revision of a program, track or certificate? If so, how?

|   |
|---|
| Current students will not be impacted by the addition of this program |
|---|

**If applicable,** provide a written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here.

|  |
|--|
|  |
|--|

**If an addition,** provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. Also, complete the following table.

|   |
|---|
| Anticipated enrollment will be academically talented students desiring to earn both the MPA and the PhD in Public Affairs who are considering a career in academia or an elevated position within a public service organization |
|---|

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount | 5      | 5      | 5      |
| SCHs      | 45     | 45     | 45     |



**UNIVERSITY OF CENTRAL FLORIDA**  
**COLLEGE OF GRADUATE STUDIES**

If an addition, indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

It is anticipated that the graduates of the MPA/PhD dual degree program will remain in academia as instructors/professors.

**Part A - Continued**

If an addition or there are substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

|        | No. assistantship students | Source of funds | No. fellowship students (specify fellowship) | No. tuition remissions | Source of funds |
|--------|----------------------------|-----------------|--|------------------------|-----------------|
| Year 1 |                            |                 |  |                        |                 |
| Year 2 |                            |                 |  |                        |                 |
| Year 3 |                            |                 |  |                        |                 |

**Checklist of items to be provided:**

- ☐ Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)
- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)
- ☐ If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.
- ☐ If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.



**Part B – For inactivations or suspensions of programs, tracks, or certificates**

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

If yes, number of current students:

---

Please specify the intended time period of inactivation or suspension:

---

If program, track, or certificate is being inactivated or suspended, then attach a “teach out” plan for all current students specifying how they can finish the program or where students will be placed if moving to another program. The “teach out” plan should specify when courses will be offered to enable students to finish. Specify whether students will remain in the existing program to finish, and if so, when the completion date will be, whether students will be moved to another program, etc. Please provide a list of students where applicable.

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester.

| Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 |
|-----------|-------------|-------------|-----------|-------------|
| EDF 7041  | EDF 7041    | EDF 7041    | EDF 7041  | EDF 7041    |
| EDF 6442  | EDF 6442    | EDF 6442    | EDF 6442  |             |
| EDF 7848  | EDF 7848    | EDF 7848    |           |             |
| EDF 6543  | EDF 6543    |             |           |             |
| EDA 7503  |             |             |           |             |

**Checklist of items to be provided:**

- ☐ Attach all appropriate course action requests that will be necessary to implement the changes. (required)
- ☐ Emails showing consultation with other units. (if applicable)

## **MPA/PhD Dual Degree Proposal**

### **Summary Statement**

*This proposal is being put forth by the Department of Public Administration for the development of a new dual degree program that would combine the Master of Public Administration with the PhD in Public Affairs. The total student credit hours (SCHs) for the dual degree would be eighty-one (81) hours. There would be six (6) hours waived by the MPA Program and twelve (12) student credit hours counted in both programs (cross-crediting) reducing the overall total from 99 SCHs to 81 SCHs.*

### **Proposal for Development of a Dual Degree Program**

#### *Master of Public Administration / PhD in Public Affairs (MPA/PhD)*

**Purpose:** The purpose of the MPA/PhD dual degree program is to increase research capacity of the Department of Public Administration and to better prepare PhD students for the academic job market. Students in the joint degree program will engage research with the department faculty over several years. Faculty can develop students more fully with this long term interaction. The joint degree will also help recruiting and retaining students to the newly approved Public Administration track within the Public Affairs PhD program.

The purpose of this dual degree program proposal combining the Master of Public Administration and the PhD in Public Affairs provides academically talented students an opportunity to earn these two graduate degrees concurrently. This proposal requires the student to first complete the seven core courses plus the capstone course for the MPA program (24 hours), and then take the five interdisciplinary core courses and four research methods courses (27 hours) for the PhD Program, the five courses in the Public Administration Track for the PhD Program (15 hours) and 15 hours of dissertation credit. The department proposes waiving the required two course research methods and statistics sequence at the MPA level (PAD 6700 and PAD 6701—a total of 6 hours), replacing the knowledge gained in these courses with that gained from completing the initial two course research methods and statistics sequence at the PhD level (PAF 7802 and 7804). Before taking doctoral classes students must take the pre-statistics assessment and be deemed eligible to take doctoral level statistics or they must take remedial statistics courses before taking doctoral level courses.

Also, cross-credit will be given for twelve (12) credit hours in the MPA elective area, allowing students to replace the required four course (12 hour) requirement for MPA elective courses with four courses from the PAF interdisciplinary core courses. The total number of hours “saved” through the proposed waiver and cross credit will be 18 hours.

**Application Procedure:** Applicants will apply directly to the MPA/ PhD Dual Degree program.

Students admitted to the MPA or PhD programs who later determine that they wish to complete the MPA / PhD dual degree program, may be accepted to the dual degree program in a subsequent fall semester. The program director of the additional program will submit a status change form to the College of Graduate Studies to add the new dual degree program to the student’s record. Students who begin either

the MPA or the PhD program and are later accepted to the dual degree program may apply all completed required courses toward the dual degree program. Electives completed that were counted toward the MPA degree, including all transfer courses that are not accepted as substitutions for MPA core courses, will not count toward the dual degree program.

Students initially admitted to the MPA/PhD dual degree program who subsequently decide they only want to receive the MPA degree may have all applicable courses completed as part of the two degree programs applied to the MPA degree program without being counted as transfer courses.

Students successfully completing the MPA /PhD dual degree program will receive two diplomas, one for the MPA degree and one for the PhD degree.

**Admission Requirements:** Applicants must meet the minimum requirements for MPA and PhD program. Applicants must provide undergraduate transcripts showing a conferred bachelor's degree with a GPA equivalency of 3.0 on a 4.0 scale. Other required supporting documents are:

- Current resume (must be uploaded to the application)
- Statement of interest (must be uploaded to the application), and
- Three letters of recommendation.
- GRE Scores

**Program of Study:** The current MPA program requires 42 credit hours for graduation (30 hours core course and 12 hours electives). The PhD program requires 57 credit hours for graduation (15 hours core courses, 12 hours Research Methods; 15 hours PAD Track electives; and 15 hours of dissertation credit). If taken separately the total credit hours for graduation from both programs would be 99 credit hours. This proposed dual degree program requires the student to complete seven of the core courses plus the capstone course for the MPA Program (24 hours) and nine of the core courses (27 hours) (including four research methods courses) for the PhD Program, plus 15 hours of PAD Track PhD electives and 15 hours of dissertation credit. Of these eighty-one (81) core credit hours, six (6) hours of research methods and statistics courses will be waived by the MPA Program; and cross-credit will be given for twelve (12) credit hours, replacing the required twelve (12) hour elective requirement for the MPA degree with twelve hours completed from the PhD Interdisciplinary Core Courses. In addition, students will be required to complete fifteen (15) hours in the PhD PAD Track elective area and 15 hours of dissertation credit for a total of eighty-one credit hours to complete the dual degree program. This reduced the total number of credit hours by eighteen (18) from ninety nine (99) to eighty-one (81) credit hours for graduation. A table listing the current program requirements and the proposed dual degree program requirements is attached. (Figure 1)

**Program Requirements:** Students must maintain an overall graduate GPA of 3.0 and earn a grade of "B" or better for all courses listed in the Program of Study. Earning two or more "C" grades or earning any grade lower than "C" is grounds for placing the student on probation. Falling below a GPA of 2.0 at any time while in this program is grounds for dismissal.

**JOINT DEGREE CURRICULUM: Master of Public Administration / Doctorate in Public Affairs**

| <b>Master of Public Admin</b>          | <b>Doctorate in Public Affairs</b>   | <b>MPA-PhD Dual Degree</b>                               |
|--|--|--|
| 6053 – Pub Admin in Governance         |  | 6053 – Pub Admin in Governance                           |
| 6035 – Pub Admin in Policy             |  | 6035 – Pub Admin in Policy                               |
| 6700 – Analytical Techniques I         |  |  |
| 6701 – Analytical Techniques II        |  |  |
| 6037 – Public Organization Mgmt.       |  | 6037 – Public Organization Mgmt.                         |
| 6207 – Public Financial Management     |  | 6207 – Public Financial Management                       |
| 6227 – Public Budgeting                |  | 6227 – Public Budgeting                                  |
| 6417 – Human Resource Management       |  | 6417 – Human Resource Management                         |
| 6335 – Strategic Planning              |  | 6335 – Strategic Planning                                |
| 6062 – Advanced Issues (Capstone)      | <b>Masters level courses must be taken before beginning doctoral level courses with the exception of capstone which may be taken concurrently.</b> | 6062 – Advanced Issues (Capstone)                        |
|  | 7000-- Foundations   | 7000-- Foundations                                       |
| Elective                               | 7100 – Ethics and Social Justice   | 7100 – Ethics and Social Justice                         |
| Elective                               | 7230—Strategic Change & Management   | 7230—Strategic Change & Management                       |
| Elective                               | 7300 – Policy Analysis   | 7300 – Policy Analysis                                   |
| Elective                               | 7315 – Microeconomics  | 7315 – Microeconomics                                    |
|  | 7802 – Adv Res Methods I   | 7802 – Adv Res Methods I                                 |
|  | 7806 – Adv Res Methods II  | 7806 – Adv Res Methods II                                |
|  | 7804 – Adv Quant I   | 7804 – Adv Quant I                                       |
|  | 7805 – Adv Quant II  | 7805 – Adv Quant II                                      |
|  | PAD 7026 Adv Seminar in PA   | PAD 7026 Adv Seminar in PA                               |
|  | PAD 7057 Adv Public Management   | PAD 7057 Adv Public Management                           |
|  | PAD 7317 Program Design and Mgt  | PAD 7317 Program Design and Mgt                          |
|  | PAD 7827 Collaborative Pub Mgt   | PAD 7827 Collaborative Pub Mgt                           |
|  | PAD 7707 Adv Res in Public Mgt   | PAD 7707 Adv Res in Public Mgt                           |
|  |  |  |
|  | 15 hours of dissertation   | 15 hours of dissertation                                 |
| <b>Total for MPA = 42 Credit Hours</b> | <b>Total for PhD= 57 Credit Hours</b>  | <b>Total for MPA/PHD =81 hours (Savings of 18 Hours)</b> |



### Differences between the 4xxx and 5xxx

**Course Name:** Child Life: Psychosocial Care of Children in Health Settings

**Course Objectives:** half of the objectives are more rigorous for the graduate students: differences are underlined and highlighted in yellow

| 4xxx   | 5xxx  |
|--|---|
| Define the profession of Child Life including the social and environmental conditions contributing to the health and illness of children.  | <u>Articulate</u> the profession of Child Life including the social and environmental conditions contributing to the health and illness of children.  |
| Discuss theoretical foundations and research studies of child life practice (developmental psychology, environmental, personality and others), including the global perspective as it relates to children in international medical settings. | Discuss <u>and apply</u> theoretical foundations and research studies of child life practice (developmental psychology, environmental, personality and others), including the global perspective as it relates to children in international medical settings. |
| Discuss the relationship between the theory, research, and practice of working with children in hospitals. Understand that the application of child life practice is theory based.   | <u>Apply knowledge</u> of the relationship between the theory, research, and practice of working with children in hospitals. Understand that the application of child life practice is theory based.  |
| Identify paradigms of play and the critical need of play in pediatric settings.  | <u>Articulate</u> paradigms of play and the critical need of play in pediatric settings.  |
| Demonstrate ability to observe children's behavior, understand assessment and documentation.   | Demonstrate ability to observe children's behavior, understand assessment and documentation, <u>include identification of assessments and measures.</u>   |
| Design a playroom that includes the theory, research, and practices learned in the course.   | Design a playroom that includes the theory, research, and practices learned in the course, <u>include a research design that would measure the effectiveness of the playroom design.</u>  |

**COURSE REQUIREMENTS:**

All assignments for the graduate students have added requirements. Points stay the same between undergraduate and graduate assignments. The point distribution of graduate assignments will be weighted accordingly with more weight put on the additional requirement.

| <b><u>4xxx</u></b>   | <b><u>5xxx: all are added assignments to 4xxx</u></b>   |
|--|---|
| <b><u>Assignment 1: Playroom / Playground Observation (50 points)</u></b><br>The class will observe selected playrooms in a hospital setting during a scheduled class day. In addition, observe a playground in a nearby park. You will compare and contrast the two play environments. Write a paper summarizing your observations.   | In addition, read at least three (3) research articles related to the playrooms and playgrounds used in therapeutic settings. In addition to the summarization and compare/contrast of the settings, include information from three research articles pertaining to playrooms/playgrounds in hospital settings. Use APA format in writing the research paper. |
| <b><u>Assignment 2: Child Life Specialist Interview (100 points)</u></b><br>Write 7 questions to ask a CL Specialist regarding the specialist's method and philosophy on playroom activities. Then, interview the CL Specialist and record the responses. The Specialist you interview should <b>not</b> be the one you observe in the classroom observation.  | In addition, apply the interview results with what is expected in the Child Life Council Accreditation standards. Report the standards in class and lead group discussions with undergraduate students in the class.  |
| <b><u>Assignment 3-Playroom Design (150 points)</u></b><br>The plan must include: Philosophy, Research, Play/Teaching, Guidance/Therapy, Goals (broad): 2or 3 behavioral goals, Objectives (Specific that support the goals) – 3 or 4 objectives for each goal, Letter to parents explaining your plan, Rules/Limits and consequences, Display of rules for non-readers, Display of daily routine for non-readers. | In addition to the playroom design, you must design a research study that would test the application and effectiveness of the goals of your playroom or playground. The research design paper should include: Introduction (1 page or less); Literature Review (3 page maximum); and Research Methodology (pages as needed). Use APA format.                  |
|  |   |

**University of Central Florida  
College of Education  
Department of Child, Family and Community Sciences**

**EEC 5xxx Course Syllabus-Spring 2011**

**Course Number:** EEC 5xxx  
**Course Name:** Child Life: Psychosocial Care of Children in Health Settings  
**Semester Hours:** 3 credit hours  
**Class Days/Times:** Tuesday and Thursdays 5:30 pm – 6:50 pm  
**Class Location:** Arnold Palmer Hospital

**Instructor:** Anne McDonald Culp, PhD  
**Email:** [aculp@mail.ucf.edu](mailto:aculp@mail.ucf.edu)  
**Office Telephone:** 407-823-1272  
**Office Hours:** TBA  
**Office Location:** Education Building; Suite 209

**Course Description:** Course teaches Child Life theory and practice to students wanting to work with children, youth and their families in hospitals and pediatric health settings.

**Required Text:**

Thompson, R. H. (2010) The Handbook of Child Life: A Guide for Pediatric Psychosocial Care.  
Charles C. Thomas, Springfield, Illinois.

**Additional Readings:** Additional readings will be assigned by the instructor. Additional research journal articles will be required as indicated in assignments.

**Helpful Websites:**

|   |
|---|
| Program website: <a href="http://education.ucf.edu/ece/">http://education.ucf.edu/ece/</a><br>Child Life Council: <a href="http://www.childlife.org/">http://www.childlife.org/</a> |
|---|

**Course Objectives:**

The following objectives have been developed to meet the requirements of our accrediting agencies. They meet the standards established for the following. Students will:

1. Articulate the profession of Child Life including the social and environmental conditions contributing to the health and illness of children.
2. Discuss and apply theoretical foundations and research studies of child life practice (developmental psychology, environmental, personality and others), including the global perspective as it relates to children in international medical settings.

3. Apply knowledge of the relationship between the theory, research, and practice of working with children in hospitals. Understand that the application of child life practice is theory based.
4. Demonstrate knowledge of a child's psychosocial development including: self esteem, self-image, temperament, and emotional and cognitive growth; and how the hospitalization or illness effects this growth and development.
5. Articulate paradigms of play and the critical need of play in pediatric settings.
6. Compare and contrast the difference between therapeutic play and play therapy.
7. Identify preparation practices for children going through surgery and intensive treatments; know how to establish therapeutic relationships.
8. Identify specific child behaviors that impede the prognosis of an illness.
9. Discuss family-centered care and its implications of carrying out services in Child Life field.
10. Demonstrate ability to observe children's behavior, understand assessment and documentation; include identification of assessments and measures.
11. Articulate the ethical issues and the professional boundaries needed to be successful in Child Life.
12. Design a playroom that includes the theory, research, and practices learned in the course; include a research design that would measure the effectiveness of the playroom.

## **COURSE REQUIREMENTS:**

### **Assignment 1: Playroom / Playground Observation (50 points)**

You will observe selected playrooms in a hospital setting during a scheduled class day. In addition, you will observe a playground in a nearby park. You will compare and contrast the two play environments. Write a paper summarizing your observations by comparing and contrasting the differences and the similarities of the two settings.

Read at least three (3) research articles related to the playrooms and playgrounds used in therapeutic settings. In addition to the summarization and compare/contrast of the settings, include information from three research articles pertaining to playrooms/playgrounds in hospital settings. Use APA format in writing the research paper.

### **Assignment 2: Child Life Specialist Interview (100 points)**

Write five questions to ask a Child Life Specialist (CL) regarding the specialist's method and philosophy on playroom activities. Then, interview the CL Specialist and record the responses. The Specialist you interview should **not** be the one you observe in the classroom observation. Turn in the questions, answers, and a statement with your reflections summarized.

Apply the interview results with what is expected in the Child Life Council Accreditation standards. Report the standards in class and lead group discussions with undergraduate students in the class.

**Assignment 3: Design a Playroom in a Pediatric Setting (150 points)**

The playroom plan must include:

Philosophy and Research background

Goals: 2 broad goals of why a playground is needed

Objectives (Specific that support the goals) – 3 or 4 behavioral objectives for each goal

Play/Teaching space, location and activities

Guidance/Therapy space, location, and activities

Rules/Limits and consequences

Display of rules and the daily routine for non-readers

Letter to parents explaining your plan

In addition to the playroom design, you must design a research study that would test the application and effectiveness of the goals of your playroom or playground. The research design paper should include: Introduction (1 page or less); Literature Review (3 page maximum); and Research Methodology (pages as needed). Use APA format.

**Final Exam:** A final exam will be given during the UCF's Final Exam Week. **(100 points)**

**Class Participation:** Attendance & participation in class discussions will be considered. **(30 points)**

| <b>Grading Scale:</b> | <b>Points</b> | <b>Letter Grade</b> |
|-----------------------|---------------|---------------------|
| 395-430               | 92-100 %      | A                   |
| 361-394               | 84-91 %       | B                   |
| 326-360               | 76-83 %       | C                   |
| 292-325               | 68-75 %       | D                   |

The College of Education requires students to achieve a grade of "C" or better in all courses. Grades will be posted in the grade book on MyUCF.

**Additional Course Criteria:**

✚ **Class Expectations:** (These expectations are considered when assigning participation points.)

- ✓ Demonstrate respect for classmates.
  - ✓ Arrive to class on time each week.
  - ✓ Bring all required materials to class (textbooks, spiral-bound notebook, three-ring binder, required assignments)
  - ✓ Actively and thoughtfully participate in class discussions.
  - ✓ Cell phones must be silenced in class.
  - ✓ Laptops are only accepted if needed for a disability.
- **Format:** All written assignments, unless otherwise noted, must be word-processed and professionally presented, double-spaced, size 12 font; use grammar and spell check.
  - **Quality:** Your work is expected to be thoughtful, reflective and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.
  - **Attendance:** Students can miss one class for any reason, a second absence will result in loss of participation points; each additional absence lowers your final grade by one letter grade.

- **Tardiness:** When you arrive late you disrupt the class, so do not come into the classroom until instructor comes to the door at a break. If you miss more than 15 minutes of a class, this will count as an absence.
- **Completion of Assignments:** Assignments are due in class on the due date stated on the syllabus schedule. Students must complete all of the required assignments, quizzes, and the final exam in order to receive a passing grade in the course.

All assignments are expected to be handed in on the day on which the assignment is due. One assignment may be turned in late (by the next week's class) and will receive half credit. Additional late assignments will receive "0" points.

- **Golden Rule:** The criteria for behavior as outlined in *The Golden Rule* (<http://www.ucf.edu/goldenrule/>) and the College of Education's Fitness to Teach document will apply. This document can be found on page 80 of the Student Teaching Handbook <http://reach.ucf.edu/~edintern/Handbookf05.pdf>
- **Students with Special Needs:** 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, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. The website for the Office of Student Disability Services is located at <http://sds.sdes.ucf.edu/>

**Schedule-Spring 2011**

| <b>Date</b>    | <b>Topic</b>                   | <b>Assignments (Due Date)</b> | <b>Course Readings<br/>(These should be read before coming to class on the date noted)</b> |
|----------------|--------------------------------|-------------------------------|--|
| Jan 11         | What is Child Life?            |                               | Chapter 1 – Thomas<br>Overview of Child Life   |
| Jan 13         | Defining Child Life            |                               | Chapter 1 plus first reading   |
| Jan 18         | Theory                         |                               | Chapter 2, pages 23-30, plus readings  |
| Jan 20         | Theory                         |                               | Chapter 2, 31 – 33 and Chapter 16  |
| Jan 25         | Research                       |                               | Chapter 3, pages 37 – 44   |
| Jan 27         | Research/Play                  | Assignment 1 due              | Chapter 3, pages 45 – 52, discuss papers   |
| Feb 1          | Communication                  |                               | Chapter 5  |
| Feb 3          | Communication/ethics           |                               | Chapter 5 reading #  |
| Feb 8          | Therapeutic Relations          |                               | Chapter 4  |
| Feb 10         | Therapeutic Relations          |                               | Chapter 4  |
| Feb 15         | Observation                    |                               | Chapter 7  |
| Feb 17         | Assessment                     |                               | Chapter 7  |
| Feb 22         | Documentation                  |                               | Reading #  |
| Feb 24         | PLAY Foundations               |                               | Chapter 8, pages 136 – 142, reading #  |
| Mar 1          | PLAY as Therapy                |                               | Chapter 8, pages 143 – 148, reading #  |
| Mar 3          | PLAY as Comfort                | Assignment 2 due              | Chapter 8, pages 149 – 156, reading #  |
| Mar 7 – 12     | Spring Break                   |                               |  |
| Mar 15         | Preparation                    |                               | Chapter 9  |
| Mar 17         | Coping                         |                               | Chapter 9  |
| Mar 22         | Grieving                       |                               | Chapter 12, reading #  |
| Mar 24         | Grieving                       |                               | Chapter 12   |
| Mar 29         | Chronic Illness                |                               | Chapter 13   |
| Mar 31         | Chronic Illness                |                               | Chapter 15   |
| Apr 5          | Interventions in acute care    | Assignment 3 due              | Chapter 11   |
| Apr 7          | Interventions in critical care |                               | Chapter 11   |
| Apr 12         | Emergency Dept                 |                               | Chapter 14   |
| Apr 14         | Ambulatory Care                |                               | Chapter 14, reading #  |
| Apr 19         | Administration                 |                               | Chapter 10   |
| Apr 21         | Administration                 |                               | Chapter 10, reading #  |
| Apr 26 – May 2 | Final week                     | Final Exam                    |  |

## **BIBLIOGRAPHY / SUPPLEMENTAL READINGS**

- Ack, M. (1983). Psychosocial effects of illness, hospitalization, and surgery *Children's Health Care*, 11 (4), p 132-136.
- Ahmann, E. (1994). "Chunky stew:" Appreciating cultural diversity while providing health care for children *Pediatric Nursing*, 20 (3), p 320-324.
- American Academy of Child and Adolescent Psychiatry: *Facts for Families*, The child with a long term illness, (2009). Washington, D.C.
- American Academy of Pediatrics. (2006). Child life services *Pediatrics*, 118 (4), p 1757-1763.
- Baldauf, S. (2009). Preparing kids-and yourself-for their hospital visit: 11 tips *U.S. News and World Report*, (Online posting: 7-22-2009).
- Bibace, R & Walsh, M. (1980). Development of children's concepts of illness *Pediatrics*, 66, p 912-917. <http://www.pediatrics.org>
- Chambers, M. (1993). Play as therapy for the hospitalized child *Journal of Clinical Nursing*, 2, p. 349-354.
- Coopman, H., Baars, R., Chaplin, J., & Zwinderman, K. (2004). Illness through the eyes of the child: the development of children's understanding of the causes of illness *Patient Education Counseling*, 55 (3), p 363-370.
- DelPo, E. & Frick, S. (1988). Directed and nondirected play as therapeutic modalities *Children's Health Care*, 16 (4), p 261-267.
- Eiser, C. (1997). Effects of chronic illness on children and their families *Advances in Psychiatric Treatment*, 3, p 204-210.
- Gaynard, L., et. al. (1998), Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project. Rockville, MD: Child Life Council, Inc.
- Geissler, E. (1998). *Cultural Assessment*. St. Louis, MO; Mosby.
- Hurley, A. & Whelan, E. (1988). Cognitive development and children's perception of pain *Pediatric Nursing*, 14 (1), p. 21-24.
- Jessee, P., Wilson, H., & Morgan, D. (2000). Medical play for young children *Childhood Education*, ISSN: 0009-4056, p 1-7.
- Jansen, M., et al. (1989). Meeting psychosocial and developmental needs of children during prolonged intensive care unit hospitalization *Children's Healthcare*, 18 (2), p 91-95.
- King, D., & Mendelow, M. (2005). Social work leadership: establishing professional boundary guidelines in pediatric settings *Society for Social Work Leadership in Health Care*, p. 4-8.
- Klinzing, D. & Klinzing, D. (1977). Communicating with young children about hospitalization *Communication Education* 26 (4), p. 307-313.
- Koller, D. (2008). Child life assessment: variables associated with a child's ability to cope with hospitalization, *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>



- Koller, D. (2007). Preparing children and adolescents for medical procedures, *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>
- Koller, D. (2008). Therapeutic play in pediatric healthcare: the essence of child life practice *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>
- Korioth, T. (2010). Prepare self, child for smoother surgery *American Academy of Pediatrics*, 31 (2), p 1-2. <http://aapnews.aappublications.org/cgi/content/full/31/2/26-j>
- Kunin, H. (1997). Ethical issues in pediatric life-threatening illness: dilemmas of consent, assent, and communication *Ethics & Behavior* 7 (1), p. 43-57.
- Morris, J. (2010). Child life council evidence-based practice position statement, *Child Life Council*, (Online), 8-6-2010. <http://www.childlife.org>
- n.d.; White paper #6: The state of children's play. (Online), 8-12-2010. <http://www.academyofleisureciences.org/alswp6>
- Natapoff, J. (1982). A developmental analysis of children's ideas of health *Health Education Quarterly*, 9 (2-3), p 130-141.
- Parkinson, J. (2008). Children's understanding disease processes *The Child Advocate* (Online), 8-3-2010. [http://www.childadvocate.net/understanding\\_disease.htm](http://www.childadvocate.net/understanding_disease.htm)
- Perrin, E & Gerrity, P. (1981). There's a demon in your belly: Children's understanding of illness *Pediatrics*, 67 (6), p 841-849
- Randall-David, E. (1989). Strategies for working with culturally diverse communities and clients. Bethesda, MD: The Association for the Care of Children's Health.
- Rollins, J., Bolig, R., & Mahan, C. (2005). Meeting Children's Psychosocial Needs Across the Health-Care Continuum, *Cultural influences in children's health care*: Austin, TX: Pro-ed.
- Ryan, V. (1999). Developmental delay, symbolic play and non-directive play therapy *Clinical Child Psychology and Psychiatry*, 4 (2), p 167-185.
- Sabey, M., & Gafner, G. (1996). Boundaries in the workplace *Health Care Supervision*, 15 (1), p 36-40.
- Thayer, P. (2006). Child Life Services: Right or privilege? *Child Life Council Bulletin*, 24 (4), 5-6.
- Thompson, C. (2007). Professional focus *Kai Tiaki: Nursing New Zealand*. ISSN: 1173-2032, p 1-3.
- Thomson Healthcare Inc, (2008). Non-pharmacological pain management therapies for children. (Online), 1-28-2010. <http://www.drugs.com/cg/non-pharmalogical-pain-management-therapies-for-children.html?printable=1>
- Totka, J. (1996). Exploring the boundaries of pediatric practice: nurse stories related to relationships *Pediatric Nursing*, May-June. (Online 8-12-10). [http://findarticles.com/p/articles/mi\\_m0FSZ/is\\_n3\\_v22/ai\\_n18607007/?tag=content;coll](http://findarticles.com/p/articles/mi_m0FSZ/is_n3_v22/ai_n18607007/?tag=content;coll)
- Towne, M., et al. (2004) In a panel discussion at the May 2004 Child Life Council Annual Conference on Professional Issues, presenters Michael Towne, et al, led the discussion, "Supportive v. Therapeutic Relationships" (notes online from CLC website).
- Turner, J., & Fralic, J. (2009). Making the explicit the implicit: child life specialists talk about their assessment process *Child Youth Care Forum*, 38, p 39-54.

University of Michigan Health System (2010). Children with chronic conditions. (Online), 4-19-2010. <http://www.med.umich.edu/yourchild/topics/chronic.htm>

Wolf, K., & Krebs, F. (2008). In service integration brown bag lunch training for First 5 Santa Cruz County in August 2008, presenters Kelly Wolf, Program Manager of CASA of Santa Cruz County and Francis Krebs, Supervisor of Health Services Agency, Children's Mental Health of Santa Cruz County, presented a power point presentation of Maintaining Professional Boundaries in Interpersonal Work.

**HIPAA related information located on websites:**

<http://www.cfdda.org/bcds/hipaafordummies.htm>

[www.doh.state.fl.us/planning\\_eval/HIPAA/HIPAAbrochure.pdf](http://www.doh.state.fl.us/planning_eval/HIPAA/HIPAAbrochure.pdf)

<http://www.articlesbase.com/human-resources-articles/8-principles-for-effectively-maintaining-professional-boundaries-as-a-service-provider-1293358.html>

**University of Central Florida  
College of Education  
Department of Child, Family and Community Sciences**

**EEC 4xxx Course Syllabus-Spring 2011**

**Course Number:** EEC 4xxx  
**Course Name:** Child Life: Psychosocial Care of Children in Health Settings  
**Semester Hours:** 3 credit hours  
**Class Days/Times:** Tuesday and Thursdays 5:30 pm – 6:50 pm  
**Class Location:** Arnold Palmer Hospital

**Instructor:** Anne McDonald Culp, PhD  
**Email:** [aculp@mail.ucf.edu](mailto:aculp@mail.ucf.edu)  
**Office Telephone:** 407-823-1272  
**Office Hours:** TBA  
**Office Location:** Education Building; Suite 209

**Course Description:** Course teaches Child Life theory and practice to students wanting to work with children, youth and their families in hospitals and pediatric health settings.

**Required Text:**

Thompson, R. H. (2010) The Handbook of Child Life: A Guide for Pediatric Psychosocial Care.  
Charles C. Thomas, Springfield, Illinois.

**Additional Readings:** As assigned by the instructor.

**Helpful Websites:**

|   |
|---|
| Program website: <a href="http://education.ucf.edu/ece/">http://education.ucf.edu/ece/</a><br>Child Life Council: <a href="http://www.childlife.org/">http://www.childlife.org/</a> |
|---|

**Course Objectives:**

The following objectives have been developed to meet the requirements of our accrediting agencies. They meet the standards established for the following. Students will:

1. Define the profession of Child Life including the social and environmental conditions contributing to the health and illness of children.
2. Discuss theoretical foundations and research studies of child life practice (developmental psychology, environmental, personality and others), including the global perspective as it relates to children in international medical settings.

3. Discuss the relationship between the theory, research, and practice of working with children in hospitals. Understand that the application of child life practice is theory based.
4. Demonstrate knowledge of a child's psychosocial development including: self esteem, self-image, temperament, and emotional and cognitive growth; and how the hospitalization or illness effects this growth and development.
5. Identify paradigms of play and the critical need of play in pediatric settings.
6. Compare and contrast the difference between therapeutic play and play therapy.
7. Identify preparation practices for children going through surgery and intensive treatments; know how to establish therapeutic relationships.
8. Identify specific child behaviors that impede the prognosis of an illness.
9. Discuss family-centered care and it's implications of carrying out services in Child Life field.
10. Demonstrate ability to observe children's behavior, understand assessment and documentation.
11. Identify the ethical issues and the professional boundaries needed to be successful in Child Life.
12. Design a playroom that includes the theory, research, and practices learned in the course.

### **COURSE REQUIREMENTS:**

#### **Assignment 1: Playroom / Playground Observation (50 points)**

You will observe selected playrooms in a hospital setting during a scheduled class day. In addition, you will observe a playground in a nearby park. You will compare and contrast the two play environments. Write a paper summarizing your observations by comparing and contrasting the differences and the similarities of the two settings.

#### **Assignment 2: Child Life Specialist Interview (100 points)**

Write five questions to ask a Child Life Specialist (CL) regarding the specialist's method and philosophy on playroom activities. Then, interview the CL Specialist and record the responses. The Specialist you interview should **not** be the one you observe in the classroom observation. Turn in the questions, answers, and a statement with your reflections summarized.

#### **Assignment 3: Design a Playroom in a Pediatric Setting (150 points)**

The playroom plan must include:

Philosophy and Research background

Goals: 2 broad goals of why a playground is needed

Objectives (Specific that support the goals) – 3 or 4 behavioral objectives for each goal

Play/Teaching space, location and activities

Guidance/Therapy space, location, and activities

Rules/Limits and consequences

Display of rules and the daily routine for non-readers

Letter to parents explaining your plan

**Final Exam:** A final exam will be given during the UCF's Final Exam Week. (100 points)

**Class Participation:** Attendance & participation in class discussions will be considered. (30 points)

| <b>Grading Scale:</b> | <b>Points</b> | <b>Letter Grade</b> |
|-----------------------|---------------|---------------------|
| 395-430               | 92-100 %      | A                   |
| 361-394               | 84-91 %       | B                   |
| 326-360               | 76-83 %       | C                   |
| 292-325               | 68-75 %       | D                   |

The College of Education requires students to achieve a grade of “C” or better in all courses. Grades will be posted in the grade book on MyUCF.

### **Additional Course Criteria:**

#### **📌 Class Expectations:** (These expectations are considered when assigning participation points.)

- ✓ Demonstrate respect for classmates.
  - ✓ Arrive to class on time each week.
  - ✓ Bring all required materials to class (textbooks, spiral-bound notebook, three-ring binder, required assignments)
  - ✓ Actively and thoughtfully participate in class discussions.
  - ✓ Cell phones must be silenced in class.
  - ✓ Laptops are only accepted if needed for a disability.
- **Format:** All written assignments, unless otherwise noted, must be word-processed and professionally presented, double-spaced, size 12 font; use grammar and spell check.
  - **Quality:** Your work is expected to be thoughtful, reflective and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.
  - **Attendance:** Students can miss one class for any reason, a second absence will result in loss of participation points; each additional absence lowers your final grade by one letter grade.
  - **Tardiness:** When you arrive late you disrupt the class, so do not come into the classroom until instructor comes to the door at a break. If you miss more than 15 minutes of a class, this will count as an absence.
  - **Completion of Assignments:** Assignments are due in class on the due date stated on the syllabus schedule. Students must complete all of the required assignments, quizzes, and the final exam in order to receive a passing grade in the course.

All assignments are expected to be handed in on the day on which the assignment is due. One assignment may be turned in late (by the next week's class) and will receive half credit. Additional late assignments will receive “0” points.

- **Golden Rule:** The criteria for behavior as outlined in *The Golden Rule* (<http://www.ucf.edu/goldenrule/>) and the College of Education's Fitness to Teach document will apply. This document can be found on page 80 of the Student Teaching Handbook <http://reach.ucf.edu/~edintern/Handbookf05.pdf>
- **Students with Special Needs:** 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, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. The website for the Office of Student Disability Services is located at <http://sds.sdes.ucf.edu/>

**Schedule-Spring 2011**

| <b>Date</b>    | <b>Topic</b>                   | <b>Assignments (Due Date)</b> | <b>Course Readings<br/>(These should be read before coming to class on the date noted)</b> |
|----------------|--------------------------------|-------------------------------|--|
| Jan 11         | What is Child Life?            |                               | Chapter 1 – Thomas<br>Overview of Child Life   |
| Jan 13         | Defining Child Life            |                               | Chapter 1 plus first reading   |
| Jan 18         | Theory                         |                               | Chapter 2, pages 23-30, plus readings  |
| Jan 20         | Theory                         |                               | Chapter 2, 31 – 33 and Chapter 16  |
| Jan 25         | Research                       |                               | Chapter 3, pages 37 – 44   |
| Jan 27         | Research/Play                  | Assignment 1 due              | Chapter 3, pages 45 – 52, discuss papers   |
| Feb 1          | Communication                  |                               | Chapter 5  |
| Feb 3          | Communication/ethics           |                               | Chapter 5 reading #  |
| Feb 8          | Therapeutic Relations          |                               | Chapter 4  |
| Feb 10         | Therapeutic Relations          |                               | Chapter 4  |
| Feb 15         | Observation                    |                               | Chapter 7  |
| Feb 17         | Assessment                     |                               | Chapter 7  |
| Feb 22         | Documentation                  |                               | Reading #  |
| Feb 24         | PLAY Foundations               |                               | Chapter 8, pages 136 – 142, reading #  |
| Mar 1          | PLAY as Therapy                |                               | Chapter 8, pages 143 – 148, reading #  |
| Mar 3          | PLAY as Comfort                | Assignment 2 due              | Chapter 8, pages 149 – 156, reading #  |
| Mar 7 – 12     | Spring Break                   |                               |  |
| Mar 15         | Preparation                    |                               | Chapter 9  |
| Mar 17         | Coping                         |                               | Chapter 9  |
| Mar 22         | Grieving                       |                               | Chapter 12, reading #  |
| Mar 24         | Grieving                       |                               | Chapter 12   |
| Mar 29         | Chronic Illness                |                               | Chapter 13   |
| Mar 31         | Chronic Illness                |                               | Chapter 15   |
| Apr 5          | Interventions in acute care    | Assignment 3 due              | Chapter 11   |
| Apr 7          | Interventions in critical care |                               | Chapter 11   |
| Apr 12         | Emergency Dept                 |                               | Chapter 14   |
| Apr 14         | Ambulatory Care                |                               | Chapter 14, reading #  |
| Apr 19         | Administration                 |                               | Chapter 10   |
| Apr 21         | Administration                 |                               | Chapter 10, reading #  |
| Apr 26 – May 2 | Final week                     | Final Exam                    |  |

## **BIBLIOGRAPHY / SUPPLEMENTAL READINGS**

- Ack, M. (1983). Psychosocial effects of illness, hospitalization, and surgery *Children's Health Care*, 11 (4), p 132-136.
- Ahmann, E. (1994). "Chunky stew:" Appreciating cultural diversity while providing health care for children *Pediatric Nursing*, 20 (3), p 320-324.
- American Academy of Child and Adolescent Psychiatry: Facts for Families*, The child with a long term illness, (2009). Washington, D.C.
- American Academy of Pediatrics. (2006). Child life services *Pediatrics*, 118 (4), p 1757-1763.
- Baldauf, S. (2009). Preparing kids-and yourself-for their hospital visit: 11 tips *U.S. News and World Report*, (Online posting: 7-22-2009).
- Bibace, R & Walsh, M. (1980). Development of children's concepts of illness *Pediatrics*, 66, p 912-917. <http://www.pediatrics.org>
- Chambers, M. (1993). Play as therapy for the hospitalized child *Journal of Clinical Nursing*, 2, p. 349-354.
- Coopman, H., Baars, R., Chaplin, J., & Zwinderman, K. (2004). Illness through the eyes of the child: the development of children's understanding of the causes of illness *Patient Education Counseling*, 55 (3), p 363-370.
- DelPo, E. & Frick, S. (1988). Directed and nondirected play as therapeutic modalities *Children's Health Care*, 16 (4), p 261-267.
- Eiser, C. (1997). Effects of chronic illness on children and their families *Advances in Psychiatric Treatment*, 3, p 204-210.
- Gaynard, L., et. al. (1998), Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project. Rockville, MD: Child Life Council, Inc.
- Geissler, E. (1998). *Cultural Assessment*. St. Louis, MO; Mosby.
- Hurley, A. & Whelan, E. (1988). Cognitive development and children's perception of pain *Pediatric Nursing*, 14 (1), p. 21-24.
- Jessee, P., Wilson, H., & Morgan, D. (2000). Medical play for young children *Childhood Education*, ISSN: 0009-4056, p 1-7.
- Jansen, M., et al. (1989). Meeting psychosocial and developmental needs of children during prolonged intensive care unit hospitalization *Children's Healthcare*, 18 (2), p 91-95.
- King, D., & Mendelow, M. (2005). Social work leadership: establishing professional boundary guidelines in pediatric settings *Society for Social Work Leadership in Health Care*, p. 4-8.
- Klinzing, D. & Klinzing, D. (1977). Communicating with young children about hospitalization *Communication Education* 26 (4), p. 307-313.
- Koller, D. (2008). Child life assessment: variables associated with a child's ability to cope with hospitalization, *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>

- Koller, D. (2007). Preparing children and adolescents for medical procedures, *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>
- Koller, D. (2008). Therapeutic play in pediatric healthcare: the essence of child life practice *Child Life Council Evidence-Based Practice Statement*, (Online), 8-6-2010. <http://www.childlife.org>
- Korioth, T. (2010). Prepare self, child for smoother surgery *American Academy of Pediatrics*, 31 (2), p 1-2. <http://aapnews.aappublications.org/cgi/content/full/31/2/26-j>
- Kunin, H. (1997). Ethical issues in pediatric life-threatening illness: dilemmas of consent, assent, and communication *Ethics & Behavior* 7 (1), p. 43-57.
- Morris, J. (2010). Child life council evidence-based practice position statement, *Child Life Council*, (Online), 8-6-2010. <http://www.childlife.org>
- n.d.; White paper #6: The state of children's play. (Online), 8-12-2010. <http://www.academyofleisureciences.org/alswp6>
- Natapoff, J. (1982). A developmental analysis of children's ideas of health *Health Education Quarterly*, 9 (2-3), p 130-141.
- Parkinson, J. (2008). Children's understanding disease processes *The Child Advocate* (Online), 8-3-2010. [http://www.childadvocate.net/understanding\\_disease.htm](http://www.childadvocate.net/understanding_disease.htm)
- Perrin, E & Gerrity, P. (1981). There's a demon in your belly: Children's understanding of illness *Pediatrics*, 67 (6), p 841-849
- Randall-David, E. (1989). Strategies for working with culturally diverse communities and clients. Bethesda, MD: The Association for the Care of Children's Health.
- Rollins, J., Bolig, R., & Mahan, C. (2005). Meeting Children's Psychosocial Needs Across the Health-Care Continuum, *Cultural influences in children's health care*: Austin, TX: Pro-ed.
- Ryan, V. (1999). Developmental delay, symbolic play and non-directive play therapy *Clinical Child Psychology and Psychiatry*, 4 (2), p 167-185.
- Sabey, M., & Gafner, G. (1996). Boundaries in the workplace *Health Care Supervision*, 15 (1), p 36-40.
- Thayer, P. (2006). Child Life Services: Right or privilege? *Child Life Council Bulletin*, 24 (4), 5-6.
- Thompson, C. (2007). Professional focus *Kai Tiaki: Nursing New Zealand*. ISSN: 1173-2032, p 1-3.
- Thomson Healthcare Inc, (2008). Non-pharmacological pain management therapies for children. (Online), 1-28-2010. <http://www.drugs.com/cg/non-pharmalogical-pain-management-therapies-for-children.html?printable=1>
- Totka, J. (1996). Exploring the boundaries of pediatric practice: nurse stories related to relationships *Pediatric Nursing*, May-June. (Online 8-12-10). [http://findarticles.com/p/articles/mi\\_m0FSZ/is\\_n3\\_v22/ai\\_n18607007/?tag=content;coll](http://findarticles.com/p/articles/mi_m0FSZ/is_n3_v22/ai_n18607007/?tag=content;coll)
- Towne, M., et al. (2004) In a panel discussion at the May 2004 Child Life Council Annual Conference on Professional Issues, presenters Michael Towne, et al, led the discussion, "Supportive v. Therapeutic Relationships" (notes online from CLC website).
- Turner, J., & Fralic, J. (2009). Making the explicit the implicit: child life specialists talk about their assessment process *Child Youth Care Forum*, 38, p 39-54.



University of Michigan Health System (2010). Children with chronic conditions. (Online), 4-19-2010. <http://www.med.umich.edu/yourchild/topics/chronic.htm>

Wolf, K., & Krebs, F. (2008). In service integration brown bag lunch training for First 5 Santa Cruz County in August 2008, presenters Kelly Wolf, Program Manager of CASA of Santa Cruz County and Francis Krebs, Supervisor of Health Services Agency, Children's Mental Health of Santa Cruz County, presented a power point presentation of Maintaining Professional Boundaries in Interpersonal Work.

**HIPAA related information located on websites:**

<http://www.cfdda.org/bcds/hipaafordummies.htm>

[www.doh.state.fl.us/planning\\_eval/HIPAA/HIPAAbrochure.pdf](http://www.doh.state.fl.us/planning_eval/HIPAA/HIPAAbrochure.pdf)

<http://www.articlesbase.com/human-resources-articles/8-principles-for-effectively-maintaining-professional-boundaries-as-a-service-provider-1293358.html>

## **Graduate Council Curriculum Committee**

### **Course Agenda for 12-08-2010**

#### **College of Business Adm Special Topics**

**MAN 6938 Sect 01 BA-Management 1.5(1.5,0)**

**ST:Innovation Management:** PR: Admission to approved CBA graduate program, CI. Course focuses on the management of technological innovation. Topics include new product development, types of technological change, technology new ventures, and corporate renewal. *Occasional*.

30 character abbreviation: **ST:Innovation Management**

*AGENDA NOTES: Course Addition also being proposed.*

#### **College of Sciences Special Topics**

**MAP 6938 Sect 01 COS-Mathematics 3(3,0)**

**ST:Approximation Theory and Bayesian Analysis:** PR: MAA 5210 and MAS 5145, or CI. Modern mathematical and statistical methods for analysis of large data sets in particular, approximation theory, Bayesian and functional data analysis. *Occasional*.

30 character abbreviation: **ST:Approximation Thry & Bayesi**

**MAP 6938 Sect 01 COS-Mathematics 3(3,0)**

**ST:Functional Analysis II:** PR: MAA 5210 and MAS 5145, or CI. Spectral theory of linear operators on Hilbert space, self-adjoint linear operators, spectrum, unbounded linear operators in Hilbert spaces and in quantum mechanics. *Occasional*.

30 character abbreviation: **ST:Functional Analysis II**

**Tabled. Requesting clarification on how course will be taught. Physics and Engineering were requesting cross-listing. Since this is not allowed, this Physics course will be the only course listing and will be for both physics and engineering students.**

**PHY 5937 Sect 01 COS-Physics 3(3,0)**

**ST:Nanofabrication using Focused Ion Beam:** PR: Graduate standing or CI. Basic theory of ion-solid interaction; fundamental principle of focused ion beam instrument and its applications in nanofabrication; other ion beam techniques. *Odd Spring*.

30 character abbreviation: **ST:Nanofabrication using FIB**

*AGENDA NOTES: Course Addition also being proposed.*

#### **Engineering & Computer Science Special Topics**

**EAS 6938 Sect 01 ECS-Mechanical/Matrls/Aerosp 3(3,0)**

**ST: Guidance Navigation and Control II:** PR: EML 4312C; CR: EML 5060. Understanding basic model dynamics experienced in aerospace applications. Classical linear and nonlinear guidance and control methods; principle method, etc., principle method, etc., principle method, etc., sliding mode control, Pontryagin maximum principle method, etc. *Occasional*.

30 character abbreviation: **ST: Guide Navigation & Control**

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

**EEC 5937 Sect 01 ED-Child, Family & Comm Sci 3(3,0) SPLIT CLASS**

**ST:Child Life: Psychosocial Care of Children in Health Settings:** PR: EEC 3700 or C.I. Course teaches Child Life theory and practice to students wanting to work with children, youth, and their families in hospitals and pediatric health settings. *Odd Spring.*

30 character abbreviation: **ST:Child Life: Psychosocial Ca**

*AGENDA NOTES: Course Addition also being proposed.*

### **Health & Public Affairs Special Topics**

**HSA 5937 Sect 01 HPA-Health Professions 3(3,0)**

**ST:Foundations of Data Analysis in Health Care:** PR: Graduate Standing or C.I. An introductory applied biostatistics course presenting the concepts, principles and methods of statistics in a clear and understandable manner. *Occasional.*

30 character abbreviation: **ST:Found of Data Analysis in H**

*AGENDA NOTES: Course Addition also being proposed.*

**PLA 6938 Sect 01 HPA-Legal Studies 3(3,0)**

**ST:Legal and Regulatory Framework:** PR: Admission to MRA program or C.I. Outline the various requirements governing research (OMB Circulars, Federal Acquisition Regulations and other federal state and local regulations). *Occasional.*

30 character abbreviation: **ST:Legal and Regulatory Framew**

*AGENDA NOTES: Course Addition also being proposed.*

**PAD 5937 Sect 01 HPA-Public Administration 3(3,0)**

**ST:Reforming Public Administration in the New Russia:** PR: Graduate Standing. Undergraduates may enroll with C.I. This course examines public administration in the Russian Federation today, with a focus on the many changes there since the collapse of communism twenty years ago. *Occasional.*

30 character abbreviation: **ST:Reform Pub Admin New Russia**

**PAD 6938 Sect 01 HPA-Public Administration 3(3,0)**

**ST:Introduction to Research Administration:** PR: Admission to MRA program or C.I. Overview of research administration including history, roles and relationships, partnership, purpose and core value of research and research organizational types. *Occasional.*

30 character abbreviation: **ST:Introduction to Research Ad**

*AGENDA NOTES: Course Addition also being proposed.*

**PAD 6938 Sect 01 HPA-Public Administration 3(3,0)**

**ST:Leadership and Organization Models in Research Administration:** PR: Admission to MRA program or C.I. General management concepts in preparation for leadership roles in Research Administration, the tools of managerial decision-making and team building, and acquaints students with theories and principles of research and development organizations. *Occasional.*

30 character abbreviation: **ST:Ldrshp & Org Models Res Adm**

*AGENDA NOTES: Course Addition also being proposed.*

### College of Optics & Photonics Special Topics

**Tabled.** Request approval from History and Physics regarding any overlap of courses. The committee requested clarification on wording “other issues” in the title. The dept. removed the wording “other issues”. History had no objections. Did not hear back from Physics.

**IDS 6938 Sect 01 OPT-Optics 1(1,0)**

**ST: History of Physical Science & Cultural Connections:** PR: Graduate standing or C.I. Intended for graduate students in science and math who wish to know more about the "who, how, why, when and where" of scientific discoveries. *Occasional*.

30 character abbreviation: **ST:Hist of Phys Sci & Cult Con**

### College of Nursing Special Topics

**NGR 6938 Sect 01 CON-Nursing 3(3,0)**

**ST: Adult I 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, NGR 5638 or C.I.; CR: Adult I Primary Care Clinical, NGR 6172, NGR 5638 or C.I. Development of theoretical skills for evaluation, diagnosis, and management of the primary care health needs of adults and communities. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **ST: Adult I Primary Care**

**NGR 6938 Sect 01 CON-Nursing 3(3,0)**

**ST: Adult II Primary Care:** PR: NGR 6XXX, NGR 6XXXL; CR: NGR 6XXXC. Development of theoretical foundation for the evaluation, diagnosis, and management of the complex health needs of adults. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **ST: Adult II Primary Care**

**NGR 6938L Sect 01 CON-Nursing 2(0,2)**

**ST: Adult I Primary Care Clinical:** CR: NGR 6XXX Adult I Primary Care. Application of theory and skills for evaluation, diagnosis and management of the primary care health needs of adults and communities. Graded S/U. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **ST: Adult I Primary Care Clin**

**NGR 6938L Sect 01 CON-Nursing 2(0,2)**

**ST: Adult II Primary Care Clinical:** PR: NGR 6XXX; NGR 6XXXL; CR: NGR 6XXX. Development of theoretical and clinical skills for evaluation, diagnosis, and management of the complex and long term needs of adults. Graded S/U. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **ST: Adult II Primary Care Clin**

### University of Central Florida Special Topics

**IDS 6938 Sect 01 UCF-Interdisciplinary 3(3,0)**

**ST:Human Systems Integration for Modeling and Simulation:** PR: Graduate standing or C.I. Covers general process of the human systems integration approach for modeling and simulation systems. Addresses standards, analysis tools and techniques for developing systems-level solutions. *Occasional*.

30 character abbreviation: **ST:Human Sys Intergr Mod & Sim**

*AGENDA NOTES: Course Addition also being proposed.*

### **College of Business Adm Course Action Additions**

**BUL 6XXX**      **BA-Accounting 1.5(1.5,0)**

**Law & Ethics:** PR: Admission to EMBA program. The course introduces students to the laws of governing business transactions. The course should enable students to identify common ethical and legal problems in future business transactions. *Occasional*.

30 character abbreviation: **Law & Ethics**

**MAN 6508**      **BA-Management 3(3,0)**

**Service Organizations and Operations Management:** PR: Acceptance in a Graduate Business program of study. In-depth study of the unique characteristics, challenges, and quantitative techniques associated with managing organizations in the service sector. *Occasional*.

30 character abbreviation: **Service Org & Op Management**

**MAN 6546**      **BA-Management 3(3,0)**

**Models for Business Decisions:** PR: Acceptance into a Graduate Business Program of Study. Examines quantitative techniques useful for the solution of business problems. Mathematical model building to aid the decision-making process is stressed. Techniques applied through case analysis. *Occasional*.

30 character abbreviation: **Models for Business Decisions**

**MAN 6581**      **BA-Management 3(3,0)**

**Project Management:** PR: Acceptance into a Graduate Business program of study. Examination of project management, the role it plays in the strategic focus of the organization, and its importance in satisfying the needs of customers. *Occasional*.

30 character abbreviation: **Project Management**

**MAN 6XXX**      **BA-Management 1.5(1.5,0)**

**Innovation Management:** PR: Admission to approved CBA graduate program, CI. Course focuses on the management of technological innovation. Topics include new product development, types of technological change, technology new ventures, and corporate renewal. *Occasional*.

30 character abbreviation: **Innovation Management**

*AGENDA NOTES: Special Topic also being proposed.*

### **College of Arts & Humanities Course Action Additions**

**LIT 6XXX**      **CAH-English 3(3,0)**

**Literature, Texts, and Technology:** PR: Graduate Standing or C.I. The relationship of literature to various modes of theories and technology and the impact of these technologies on literary meaning on a variety of texts. *Even Spring*.

30 character abbreviation: **Lit Texts & Technology**

**ASH 5XXX**      **CAH-History 3(3,0)**

**History of the Middle East:** PR: Graduate standing or C.I. Selected topics in the history of the modern Middle East. May be used in the degree program a maximum of 2 times only when course content is different. *Occasional*.

30 character abbreviation: **History of the Middle East**

### College of Sciences Course Action Additions

**PHY 5XXX**      **COS-Physics 3(3,0)**

**Attosecond Laser Physics:** PR: PHY 5606, PHY 5346 or PHY 4324, or CI. Technique for generating attosecond optical pulses using both semi-classical models and quantum mechanics theories. Illustrative examples of attosecond applications. *Odd Spring*.

30 character abbreviation: **Attosecond Laser Physics**

**Tabled. Requesting clarification on how course will be taught. Physics and Engineering were requesting cross-listing. Since this is not allowed, this Physics course will be the only course listing and will be for both physics and engineering students.**

**PHY 5XXX**      **COS-Physics 3(3,0)**

**Nanofabrication using Focused Ion Beam:** PR: Graduate standing or CI. Basic theory of ion-solid interaction; fundamental principle of focused ion beam instrument and its applications in nanofabrication; other ion beam techniques. *Odd Spring*.

30 character abbreviation: **Nanofabrication using FIB**

*AGENDA NOTES: Special Topic also being proposed.*

**PHY 6XXX**      **COS-Physics 3(3,0)**

**Selected topics in Physics of Semiconductors and Devices:** PR: PHZ 6426 or CI. Theory of semiconductor physics and devices. *Odd Fall*.

30 character abbreviation: **Phys Semicon Mater Dev**

**INR 6XXX**      **COS-Political Science 3(3,0)**

**Environmental Security:** PR: Admission to degree-seeking program or CI. Examination of the relationship between environmental degradation and both national and international security, introducing students to the technical and political debates on global environmental change. *Occasional*.

30 character abbreviation: **Environmental Security**

**INR 6XXX**      **COS-Political Science 3(3,0)**

**International Drug Policy:** PR: Admission to degree-seeking program or CI. Overview of drug use/abuse around the globe, debating the issues associated with international drug dealing and trafficking and analyzing the U.S. "War on Drugs". *Occasional*.

30 character abbreviation: **International Drug Policy**

**INR 6XXX**      **COS-Political Science 3(3,0)**

**Peace Studies:** PR: Admission to degree-seeking program or CI. Examines how humans manage conflict, fostering justice and creative development. Surveys both international and domestic conflicts, outlining theories of peace and utilizing various case studies. *Occasional*.

30 character abbreviation: **Peace Studies**

**INR 6XXX**      **COS-Political Science 3(3,0)**

**Politics of International Terrorism:** PR: Admission to degree-seeking program or CI. Analysis of causes of and political responses to international terrorism. Emphasis on political science approaches to analysis of international terrorism. *Occasional*.

30 character abbreviation: **Politics Internat Terrorism**

**INR 6XXX      COS-Political Science    3(3,0)**

**Seminar on Intelligence:** PR: Admission to degree-seeking program or CI. Examines the organization and functions of the U.S. intelligence community, its interaction with national security policymakers, and the challenges in defining its future role. *Occasional*.

30 character abbreviation: **Seminar on Intelligence**

**INR 6XXX      COS-Political Science    3(3,0)**

**Seminar on War:** PR: Admission to degree-seeking program or CI. Examination of theories and empirical evidence locating the cause of war at the systemic, state, and individual levels of analysis. *Occasional*.

30 character abbreviation: **Seminar on War**

**INR 7XXX      COS-Political Science    3(3,0)**

**Issues in Domestic Security:** PR: Admission to Political Science PhD or CI. Examination of national issues such as domestic terrorism, with a particular emphasis on challenges arising at the state level. *Even Fall*.

30 character abbreviation: **Issues in Domestic Security**

**INR 7XXX      COS-Political Science    3(3,0)**

**Issues in International Security:** PR: Admission to Political Science PhD or CI. Overview of international issues such as terrorism, genocide, nuclear proliferation, war, the spread of infectious diseases, fragile and failing states, transnational organized crime and gender. *Even Spring*.

30 character abbreviation: **International Security**

**INR 7XXX      COS-Political Science    3(3,0)**

**Theoretical Approaches to Security Studies:** PR: Admission to Political Science PhD or CI. Survey of realist, liberal, constructivist, critical and other theories of international security. *Even Fall*.

30 character abbreviation: **Theoret Appr to Security**

**POS 7XXX      COS-Political Science    3(3,0)**

**Advanced Qualitative Methods in Political Research:** PR: Admission to Political Science PhD or CI. Advanced qualitative methods employed in political science research, including case studies, the logic of comparison, and archival and interview-based research. *Odd Spring*.

30 character abbreviation: **Adv Qualitative Methods**

**POS 7XXX      COS-Political Science    3(3,0)**

**Advanced Quantitative Methods in Political Research:** PR: Admission to Political Science PhD or CI. Survey of advanced quantitative methods used in political science research, including problems in regression analysis and nonlinear models. *Even Spring*.

30 character abbreviation: **Advanced Quantitative Methods**

**POS 7XXX      COS-Political Science    1(1,0)**

**Professional Development in Political Science I:** PR: Admission to Political Science PhD or CI. Prepares students for teaching, submission of articles to peer-reviewed journals, grant writing, and other questions related to an academic career. Graded S/U. *Even Spring*.

30 character abbreviation: **Professional Development I**

**POS 7XXX      COS-Political Science    1(1,0)**



**Professional Development in Political Science II:** PR: Admission to Political Science PhD or CI. Addresses ethics in political science, specifically from a security studies perspective. Graded S/U. *Odd Spring*.

30 character abbreviation: **Professional Development II**

**PSY 7XXXC COS-Psychology 4(3,2)**

**Advanced Research Methodology I:** PR: Admission to Psychology PhD or CI. Logic and procedures of psychological research and evaluation; application of experimental and non-experimental techniques in analyzing psychological variables; review of relevant psychological research. *Occasional*.

30 character abbreviation: **Advanced Research Method I**

### **Engineering & Computer Science Course Action Additions**

**COP 6XXX ECS-Computer Science 3(3,0)**

**Multicore Programming:** PR: COT 5405 or C.I. The course focuses on the computational principles, algorithms, and tools for multi-processor programming. Topics of study include programming models and frameworks, lock-free synchronization, transactional memory. *Occasional*.

30 character abbreviation: **Multicore Programming**

### **College of Education Course Action Additions**

**EEC 5XXX ED-Child, Family & Comm Sci 3(3,0) [SPLIT CLASS](#)**

**Child Life: Psychosocial Care of Children in Health Settings:** PR: EEC 3700 or C.I. Course teaches Child Life theory and practice to students wanting to work with children, youth, and their families in hospitals and pediatric health settings. *Odd Spring*.

30 character abbreviation: **Child Life: Psychosocial Care**

*AGENDA NOTES: Special Topic also being proposed.*

**EEX 7XXX ED-Child, Family & Comm Sci 3(0,3)**

**Internship in Special Education Policy and Leadership:** PR: Admission to Exceptional Education track of the PhD in Education. Supervised internship experience in policy analysis and application in special education and disability services. May be used in the degree program a maximum of 3 times only when course content is different. *Occasional*.

30 character abbreviation: **Intrn Spec Educ Pol & Ldrshp**

**MAE 7XXX ED-Teach, Learn & Leadership 3(3,0)**

**Internship in Mathematics Education:** PR: Admission to the Math Ed Track of the PhD in Education. The focus of this course is on students' participation in teaching and service related to mathematics education. May be used in the degree program a maximum of 2 times. *Fall, Spring*.

30 character abbreviation: **Internship in Math Education**

### **Health & Public Affairs Course Action Additions**

**HSA 5XXX HPA-Health Professions 3(3,0)**

**Foundations of Data Analysis in Health Care:** PR: Graduate Standing or C.I. An introductory applied biostatistics course presenting the concepts, principles and methods of statistics in a clear and understandable manner. *Occasional*.



30 character abbreviation: **Found of Data Analysis in HC**

*AGENDA NOTES: Special Topic also being proposed.*

**PLA 6XXX      HPA-Legal Studies      3(3,0)**

**Legal and Ethical Compliance:** PR: Admission to MRA program or C.I. Critical compliance issues and the importance of responsible conduct of research including export control, conflict of interest, protection of animal/human subjects and research misconduct. *Occasional.*

30 character abbreviation: **Legal and Ethical Compliance**

**PLA 6XXX      HPA-Legal Studies      3(3,0)**

**Legal and Regulatory Framework:** PR: Admission to MRA program or C.I. Outline the various requirements governing research (OMB Circulars, Federal Acquisition Regulations and other federal state and local regulations). *Occasional.*

30 character abbreviation: **Legal and Regulatory Framework**

*AGENDA NOTES: Special Topic also being proposed.*

**PAD 6XXX      HPA-Public Administration      3(3,0)**

**Audits in Research Administration:** PR: Admission to MRA program or C.I. Overview of financial and non-financial audit process for research contracts and grants. Includes audit process, types of audits and do's and don'ts when your organization is audited. *Occasional.*

30 character abbreviation: **Audits in Research Admin**

**PAD 6XXX      HPA-Public Administration      3(3,0)**

**Contracting for Sponsored Programs:** PR: Admission to MRA program or C.I. Overview of the contracting mechanisms that are relevant to sponsored program management, including federal regulations; policy-, business- and risk-based decisions impacting sponsored program contracting. *Occasional.*

30 character abbreviation: **Contracting for Sponsored Pgms**

**PAD 6XXX      HPA-Public Administration      3(3,0)**

**Financial Management in Research Administration:** PR: Admission to MRA program or C.I. Overview of financial management in research administration to establish an understanding of the complex financial management and reporting environment. *Occasional.*

30 character abbreviation: **Fin Mgmt in Research Admin**

**PAD 6XXX      HPA-Public Administration      3(3,0)**

**Intellectual Property, Technology Transfer and Commercialization:** PR: Admission to MRA program or C.I. Role of research administration in technology transfer and commercialization of new innovations, including intellectual property relating to copyright, patents and trademarks. *Occasional.*

30 character abbreviation: **Intell Prop, Tech Tran & Commr**

**PAD 6XXX      HPA-Public Administration      3(3,0)**

**Introduction to Research Administration:** PR: Admission to MRA program or C.I. Overview of research administration including history, roles and relationships, partnership, purpose and core value of research and research organizational types. *Occasional.*

30 character abbreviation: **Introduction to Research Admin**

*AGENDA NOTES: Special Topic also being proposed.*

**PAD 6XXX      HPA-Public Administration 3(3,0)**

**Leadership and Organization Models in Research Administration:** PR: Admission to MRA program or C.I. General management concepts in preparation for leadership roles in Research Administration, the tools of managerial decision-making and team building, and acquaints students with theories and principles of research and development organizations. *Occasional*.

30 character abbreviation: **Ldrshp & Org Models Res Admin**

*AGENDA NOTES: Special Topic also being proposed.*

**College of Optics & Photonics Course Action Additions**

**Tabled.** Request approval from History and Physics regarding any overlap of courses. The committee requested clarification on wording "other issues" in the title. The committee requested clarification on wording "other issues" in the title. The dept. removed the wording "other issues". History had not objections. Did not hear back from Physics.

**IDS 6XXX      OPT-Optics 1(1,0)**

**History of Physical Science and Cultural Connections:** PR: Graduate Standing, C.I. This course is designed for graduate students in science who wish to know something about the "who, how, why, when and where " of physics. *Spring*.

30 character abbreviation: **Hist Phy Sci & Cult Conn**

**University of Central Florida Course Action Additions**

**IDS 6XXX      UCF-Interdisciplinary 3(3,0)**

**Human Systems Integration for Modeling and Simulation:** PR: Graduate standing or C.I. Covers general process of the human systems integration approach for modeling and simulation systems. Addresses standards, analysis tools and techniques for developing systems-level solutions. *Occasional*.

30 character abbreviation: **Human Sys Intergr Mod & Sim**

*AGENDA NOTES: Special Topic also being proposed.*

**College of Nursing Course Action Deletions**

**NGR 6724      CON-Nursing 3(3,0)**

**Nursing Leadership and Management II:** PR: Admission to MSN program, NGR 5720 Organizational Dynamics, NGR 6723, NGR 6723L. Nursing leadership topics including management information systems, quality management, program evaluation, strategic planning, ethics, and issues and trends. *Fall*.

**NGR 6724L      CON-Nursing 3(0,3)**

**Nursing Leadership Role Specialization Practicum II:** PR: NGR 5720, 6723, 6723L CR: NGR 6724. Preceptor experience with a nurse leader in area of role specialization. Experience will focus on the analysis, synthesis, and application of content in NGR 6724L Graded S/U. *Fall*.

**NGR 6881      CON-Nursing 3(3,0)**

**Professional Ethics:** PR: C.I. Clinical cases and other professional ethical issues related to codes of conduct and research; application of ethical principles. May be repeated for credit. *Occasional*.

### **Engineering & Computer Science Course Action Deletions**

**CET 5012 ECS-Engineering Technology 3(3,0)**

**Information and Communications Infrastructure:** PR: Graduate standing or C.I. This course provides an overview of information systems in the technology world. Topics include hardware, software, databases and related technologies, and telecommunications systems. *Fall*.

**ETG 5918 ECS-Engineering Technology 3(3,0)**

**Applied Research Methods:** PR: Graduate standing or C.I. Broad overview of applied research methods from the literature review process to the investigation, modeling, experimental design, analysis of results, and technical reports. *Fall*.

**ETG 6933 ECS-Engineering Technology 3(3,0)**

**Advanced Topics in Technology:** PR: Graduate standing. An in-depth study of feasibility, capabilities, impact, and acceptance of various technologies. Research paper required. *Spring*.

**ETI 6134 ECS-Engineering Technology 3(3,0)**

**Technology and Analysis for Enterprises:** PR: STA 2023 or STA 3032 or equivalent. Provides a set of sequential activities that must be implemented to achieve enterprise quality. Also provides tools to identify gaps in their current quality plan. *Spring*.

**ETI 6443 ECS-Engineering Technology 3(3,0)**

**Technology for Project Management:** PR: CET 3010, ENC 3241, ETI 4448 or equivalent courses. This course offers a global perspective on how IT is transforming businesses. It provides information on how organizations operate and compete in the digital economy. *Spring*.

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

**~~PSY 6216 Advanced Research Methodology I~~ 4(3,2)**

**PSY 6216C Research Methodology**

~~PR: Graduate admission and C.I.~~ PR: Admission to Industrial Organizational Psychology MS, Clinical Psychology MA, or Clinical Psychology MS, or CI.

Logic and procedures of psychological research and evaluation; application of experimental and non-experimental techniques in analyzing psychological variables; review of relevant psychological research.

30 character abbreviation: **Research Methodology**

**~~PSY 6217 Advanced Research Methodology II~~ 4(3,2)**

**PSY 7XXXC**

~~PR: PSY 6216, graduate admission, and C.I.~~ PR: PSY7XXXC Advanced Research Methodology I or CI.

Structure and planning of complex psychological experiments; internal and external validity; application of advanced experimental procedures in analyzing psychological variables; review of relevant psychological research.

30 character abbreviation: **Advanced Research Method II**

**~~PSY 6219C Advanced Research Methods III~~ 4(3,2)**

**PSY 7XXXC Advanced Research Methodology III**

~~PR: PSY 6216 and PSY 6217.~~ PR: PSY7XXXC Advanced Research Methodology I and PSY7XXXC Advanced Research Methodology II, or C.I.

Application of research design and statistical problems to selected human factors, industrial and/or clinical settings.

30 character abbreviation: **Advanced Research Method III**

### **Engineering & Computer Science Course Action Revisions**

**BME 5572 Biomedical Nanotechnology 3(3,0)**

~~PR: EEE 3350~~ PR: EEL 3123C or C.I.

Human Physiology, Bioelectric Phenomena and Neurons, Nanoelectronics for fabrication of biochips for human biomedical applications, self-assembly, bioelectronics, moral and ethical issues.

**EEL 5439C RF and Microwave Communications 3(2,1)**

PR: EEL 4436C or equivalent.

~~RF and microwave active circuits microstrip amplifier, oscillator, and mixer design and fabrication. Receiver design, noise, familiarization with network and spectrum analyzers~~

RF and microwave active circuits microstrip amplifier, oscillator, and mixer design and fabrication. Receiver design, noise, familiarization with network and spectrum analyzers.

**EEL 5881 Software Engineering I 3(3,0)**

PR: EGN 3420, EEL 4851C PR: COP 4331C or C.I.

Design, implementation, and testing of computer software for Engineering applications.

**EEL 5482 Electromagnetic Theory I 3(3,0)**

**EEL 6XXX**

~~PR: Graduate standing~~ PR: EEL 5439C or C.I.

~~Maxwell's equations, boundary conditions, propagation and reflection, guided waves.~~

Maxwell's equations, boundary conditions, propagation and reflection, electromagnetic theorems and principles, guided waves and scattering.

### **Health & Public Affairs Course Action Revisions**

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

~~PR: Graduate standing.~~ PR: HSA 5XXX Foundations of Data Analysis in Health Care or passing score on statistics assessment exam.

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 3(3,0)**

PR: ~~HSA 6342, HSA 5198, HSC 6911.~~ 6119, HSC 6636 and PHC 6160.

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

**HSA 6119 Health Care Organization and Management 3(3,0)**

~~PR: HSC 6911.~~ PR: Admission to Health Services Administration Masters program.

Planning, development, and marketing methods.

**HSA 6925 Capstone in HSA****3(3,0)**

~~PR: Graduate status.~~ PR: HSA 5198, HSA 6108, HSA 6119, HSA 6128, HSA 6342, HSA 6385, HSC 6911, PHC 6164.

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 3(3,0)**

~~PR: Graduate status or C.I.~~ PR: HSA 5XXX Foundations of Data Analysis in Health Care or passing score on statistics assessment exam.

Research design and statistical evaluation in health professions.

**PHC 6160 Health Care Finance****3(3,0)**

~~PR: Graduate status.~~ PR: HSA 5177 or passing score on finance assessment exam.

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

**PAD 6062 Advanced Concepts and Applications in Public Administration 3(3,0)**

~~PR: PAD 6700~~ 6035, PAD 6037, PAD 6053, PAD 6227, PAD 6417 and PAD 6701 or C.I.

An integrative course applying the skills, knowledge, and values considered in the program to selected public problems.

**~~PAD 6167 American Humanities Graduate Workshop~~  
Graduate Nonprofit Leadership Seminar 3(3,0)**

~~PR: Admission to Master of Nonprofit Management or or C.I.~~ Nonprofit Certificate program AND C.I.

~~Examination, analysis and application of nonprofit competencies to prepare students for management and leadership positions in human services.~~

Discussion and activity-based course exploring nonprofit competencies to prepare students for management and leadership positions in human services.

30 character abbreviation: Grad Nonprofit Leadership Sem

**Tabled. How many times can the student repeat this course? Have not heard back.**

**PAD 7026 Advanced Seminar in Public Administration 3(3,0)**

~~PR: PAD 6053, PAF 7802.~~ PR: Admission to Public Affairs PhD program or C.I.

~~Discuss emerging issues in public administration research using current journal articles and exemplary research in areas such as public management.~~

Discuss emerging issues in public administration research using current journal articles and exemplary research in areas such as public management. May be repeated for credit only when course content is different.

Will now be repeatable for credit.

**College of Nursing Course Action Revisions****NGR 5003 Advanced Health Assessment and Diagnostic Reasoning 2(2,0)**

~~PR: or CR: NGR 5141; CR: NGR 5003L.~~ Admission to the MSN or DNP program tracks or C.I.

~~Concepts and skills of advanced health assessment over the lifespan. Application of the diagnostic reasoning process through differential diagnoses.~~

Concepts and skills of advanced health assessment over the lifespan. Application of the diagnostic reasoning process through differential diagnoses. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5003L Advanced Health Assessment and Diagnostic Reasoning (Lab) 1(0,1)**

PR: or CR: NGR 5141; CR: NGR 5003. Admission to the MSN or DNP tracks or C.I.

~~Application of concepts and skills for advanced health assessment and diagnostic reasoning over the lifespan~~  
~~Graded S/U.~~

Application of concepts and skills for advanced health assessment and diagnostic reasoning over the lifespan  
Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5141 Pathophysiological Bases for Advanced Nursing Practice 3(3,0)**

~~PR: Baccalaureate degree in Nursing.~~ PR: Admission to MSN or DNP program or C.I.

~~Critical examination of the physiological and pathophysiological mechanisms affecting individuals.~~

Critical examination of the physiological and pathophysiological mechanisms affecting individuals. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5638 Health Promotion 3(3,0)**

PR: Admission to MSN or ~~Nursing Certificate program~~ DNP or C.I.

~~Exploration and analysis of concepts, theories, research evidence, clinical assessment and interventions for health promotion and wellness.~~

Exploration and analysis of concepts, theories, research evidence, clinical assessment and interventions for health promotion and wellness. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5660 Health Disparities: Issues and Strategies 3(3,0)**

PR: Graduate standing.

~~Explores disparities in access, utilization, services, outcomes, and status for different U.S. populations: data, research, programmatic issues, and strategies to close the gaps.~~

Explores disparities in access, utilization, services, outcomes, and status for different U.S. populations: data, research, programmatic issues, and strategies to close the gaps. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5690 Interdisciplinary Care at End-of-Life 3(3,0)**

PR: Graduate status or C.I.

~~Examination of interdisciplinary roles and strategies for enabling patients, families; and caregivers to approach end-of-life free from avoidable distress and suffering.~~

Examination of interdisciplinary roles and strategies for enabling patients, families; and caregivers to approach end-of-life free from avoidable distress and suffering. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5720 Organizational Dynamics 3(3,0)**

PR: Baccalaureate degree in Nursing or C.I.

~~Analysis of organizational theories related to health care organizations and the use of leadership, communication and power to influence health care delivery and policy.~~

Analysis of organizational theories related to health care organizations and the use of leadership, communication and power to influence health care delivery and policy. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5800 Theory for Advanced Practice Nursing 3(3,0)**

PR: Baccalaureate degree in Nursing or C.I.

~~Conceptual and theoretical bases of nursing practice and research with emphasis on scholarly writing and critique.~~

Conceptual and theoretical bases of nursing practice and research with emphasis on scholarly writing and critique. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5871 Health Care Informatics 3(3,0)**

PR: Baccalaureate in health related field or C.I.

~~Use of information systems, clinical data management, communication strategies, and decision-making models.~~

Use of information systems, clinical data management, communication strategies, and decision-making models.

May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 5884 Legal and Professional Behavior in Advanced Practice Nursing 3(3,0)**

PR: Graduate standing and admission to the M.S. in Nursing or ~~Doctor of Nursing Practice program.~~ DNP program.

~~Examination of legal, ethical, cultural, and political issues related to professional advanced practice nursing.~~

Examination of legal, ethical, cultural, and political issues related to professional advanced practice nursing.

May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6099 Advanced Skills for the Management of Illness and Injuries 3(2,1)**

**NGR 6063C**

PR: Admission to ~~MSN~~ the DNP program or a ~~Nursing Nurse Practitioner~~ certificate track. Completion of one clinical course or C.I.

~~Development of pathological, theoretical, and clinical skills for the evaluation, diagnosis, intervention, and management of illnesses and injuries.~~

Development of theoretical, and clinical skills for the evaluation, diagnosis, and management of illnesses and injuries. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6105 Management of Symptoms and Outcomes of Disease 3(3,0)**

PR: or CR: ~~NGR 5141.~~ 5141 or C.I.

~~Focused examination of the concepts, theories and research evidence that provide the basis for assessment and management of the patient experiences related to disease outcomes.~~

Focused examination of the concepts, theories and research evidence that provide the basis for assessment and management of the patient experiences related to disease outcomes. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6172 Pharmacology for Advanced Nursing Practice 3(3,0)**

PR: ~~NGR 5141~~; 5141 or C.I.

~~Comprehensive study of medications used in the promotion and maintenance of health across the lifespan. Examination of the implications for advanced nursing practice.~~

Comprehensive study of medications used in the promotion and maintenance of health across the lifespan. Examination of the implications for advanced nursing practice. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6200 Gender Related Primary Care 2(2,0)**

PR: ~~PR: or CR: NGR 6172. CR: 6342L. Admission to the Doctor of Nursing Practice DNP program, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; completion of NGR 5003; NGR 5003L, NGR 5141 or C.I. 5003L; NGR 5141.~~

~~Development of theoretical skills for evaluation, diagnosis, and management of the gender related health needs of men and women.~~

Development of theoretical skills for evaluation, diagnosis, and management of the gender related health needs of men and women. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6263 Gerontologic Care for APNs 3(3,0)**

PR: Admission to the ~~Doctor of Nursing Practice DNP~~ program, Adult/Gerontology Clinical Nurse Specialist, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; completion of NGR 5003, NGR 5003L, ~~NGR 5141, C.I. C.I.~~ CR: NGR 6263L, or NGR 6264L. PR or CR: NGR 6172.

~~Development of the theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities.~~

Development of the theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6263L Gerontologic Care Clinical for NPs 2(0,2)**

~~PR:~~ CR: NGR 6263.

~~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.~~

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. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be graded S/U.

Will now be repeatable for credit.

**NGR 6264L Gerontologic Care Clinical for CNS 2(0,2)**

PR: NGR 6782 and NGR ~~6782L~~; 6782L or C.I. CR: 6263.

~~Development of Clinical Nurse Specialist skills in management of an elderly population with acute and chronic conditions.~~

Development of Clinical Nurse Specialist skills in management of an elderly population with acute and chronic conditions. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be graded S/U.

Will now be repeatable for credit.



**NGR 6305 Pediatric Primary Care 3(3,0)**

PR: Admission to the ~~Doctor of Nursing Practice DNP~~ program, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; completion of NGR 5003, NGR 5003L, ~~NGR 5141~~ or C.I. PR or CR: NGR 6172. CR: 6305L.

~~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.~~

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. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6305L Pediatric Primary Care Clinical 2(0,2)**

PR: CR: NGR 6305.

~~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.~~

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. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be graded S/U.

Will now be repeatable for credit.

**NGR 6336 Medically Complex Infants and Toddlers 3(3,0)**

PR: Admission to the Infant and Toddler Development Specialist Certificate program or the MSN Program. ~~Biomedical risk factors affecting infant/toddler development and the impact on their families.~~

Biomedical risk factors affecting infant/toddler development and the impact on their families. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6342L Women's Health for APNs Clinical 1(0,3)  
1(0,1)**

PR: Admission to M.S. in Nursing program, Nursing certificate, Adult Nurse Practitioner or Family Nurse Practitioner track. CR: NGR 6334.

~~Application of skills for evaluation, diagnosis, and management of the health needs of women. Graded S/U.~~

Application of skills for evaluation, diagnosis, and management of the health needs of women. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6713 Curriculum Development in Nursing Education 3(3,0)**

PR: Admissions to MSN Program or certificate of Nursing Education, or C.I.

~~Analysis of external and internal influences affecting curriculum development for the nursing education. Examination of societal factors impacting nursing education. Analysis of program evaluation.~~

Analysis of external and internal influences affecting curriculum development for the nursing education. Examination of societal factors impacting nursing education. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6714 Clinical Teaching Strategies for Nursing 3(3,0)**

PR: NGR 6791 ~~Teaching Strategies for Health Professionals, or C.I.~~

~~Synthesis of research-based literature and best practice in the development, implementation and evaluation of clinical education for nursing students.~~

Synthesis of research-based literature and best practice in the development, implementation and evaluation of clinical education for nursing students. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6715 Application of Instructional Technology for Nursing Education 3(3,0)**

PR: NGR 6791 or C.I.

~~Analysis of effective teaching and learning strategies with emphasis on developing techniques for teaching using instructional technology in nursing education.~~

Analysis of effective teaching and learning strategies with emphasis on developing techniques for teaching using instructional technology in nursing education. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6722 Financial Management and Resource Development 3(3,0)**

PR: Admission to MSN ~~program~~ or DNP program or C.I.

~~Overview of health care financing and economics at the macro and micro level and their influence on health care delivery, resource development and health policy.~~

Overview of health care financing and economics at the macro and micro level and their influence on health care delivery, resource development and health policy. May be repeated for credit.

Will now be repeatable for credit.

**NGR 6758L Clinical Nurse Specialist Advanced Practicum 5(0,5)**

PR: NGR 6781.

~~Supervised advanced clinical practice in the clinical nurse specialist role. Integration of practice, education, consultation, research and administrative roles. Graded S/U.~~

Supervised advanced clinical practice in the clinical nurse specialist role. Integration of practice, education, consultation, research and administrative roles. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6773L CNL Residency 3(0,3)**

PR: NGR 6777L, NGR 6775L, NGR 6776L and NGR 6813.

~~Intensive clinical immersion in role of the clinical nurse leader. Graded S/U.~~

Intensive clinical immersion in role of the clinical nurse leader. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6775L CNL Resources and Outcomes 1(0,1)**

PR: ~~CR:~~ NGR 6105 and NGR 6722.

~~Participation in clinical activities related to symptom and disease management and healthcare finance and resource utilization to improve patient outcomes. Graded S/U.~~

Participation in clinical activities related to symptom and disease management and healthcare finance and resource utilization to improve patient outcomes. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6776L CNL Advocacy and Education 1(0,1)**

PR: CR: NGR 5720.

~~Participation in clinical activities related to organizational assessment, patient/staff education and advocacy, and professional development. Graded S/U.~~

Participation in clinical activities related to organizational assessment, patient/staff education and advocacy, and professional development. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6777L CNL Quality and Safety 1(0,1)**

PR: CR: NGR 6874.

~~Introduction to role of CNL in clinical setting; participation in clinical activities related to quality improvement and patient safety. Graded S/U.~~

Introduction to role of CNL in clinical setting; participation in clinical activities related to quality improvement and patient safety. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6780 Clinical Nurse Specialist I 3(3,0)**

PR: NGR 5141; NR 6172, NGR 5720, NGR 5003.

~~Foundation for CNS practice; common clinical problems across the lifespan; role delineation.~~

Foundation for CNS practice; common clinical problems across the lifespan; role delineation. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6780L Clinical Nurse Specialist I Practicum 3(0,3)**

PR: Coreq. NGR 6780, Prereq. NGR 6722.

~~Implementation of the clinical expert, educator, and leadership roles of the CNS. Graded S/U.~~

Implementation of the clinical expert, educator, and leadership roles of the CNS. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6781 Clinical Nurse Specialist II 2(2,0)**

PR: NGR 6780, NGR 6780L.

~~Continuation of CNS; management of acute and/or complex patients across the lifespan; consultant, case manager, change agent and research roles.~~

Continuation of CNS; management of acute and/or complex patients across the lifespan; consultant, case manager, change agent and research roles. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 6781L Clinical Nurse Specialist II Practicum 3(0,3)**

PR: NGR 6780 and NGR 6780L, CR: NGR 6781.

~~Continuation of CNS 1. Management of acute and/or complex patients across the lifespan. Consultant, case manager, change agent and research roles. Graded S/U.~~

Will now be repeatable for credit.

PR: Admission to the ~~Doctor of Nursing Practice~~ DNP program, Adult/Gerontology Clinical Nurse Specialist track; completion of NGR 5003, NGR 5003L, NGR 5141, NGR 5720, or C.I.

Clinical Nurse Specialist foundation. Common problems relevant to adult acute care. Clinical Nurse Specialist competencies of direct care, coaching, and ethical decision making. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

~~PR:~~ CR: NGR 6782.

Development of multi-faceted Clinical Nurse Specialist role. Emphasis on clinical expert, coaching, and ethical decision-making competencies of the Clinical Nurse Specialist. Graded S/U. May be used in the degree program a maximum of 2 times.

*Will now be graded S/U.*

---

Will now be repeatable for credit.

PR: NGR 6172, NGR 6782, NGR 6782L, NGR 6263, NGR 6264L; C.I.

Continuation of Adult CNS I. Management of acute and/or complex patients. Clinical Nurse Specialist competencies of collaboration, consultation, systems leadership, and research. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

PR: NGR 6782 and NGR 6782L; NGR 6263; NGR ~~6264L~~; 6264L CR: NGR 6783.

Continued development of the Clinical Nurse Specialist role. Emphasis on direct care, collaboration, consultation, systems leadership, and research. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be graded S/U.

---

Will now be repeatable for credit.

PR: Admission to a graduate program in CON or the graduate certificate in Nursing and Health Professional Education or C.I.

~~Application of evidenced-based practice guidelines to the processes of teaching and learning. Analysis of external and internal influences affecting the educational process of health professionals.~~

Application of evidenced-based practice guidelines to the processes of teaching and learning. Analysis of external and internal influences affecting the educational process of health professionals. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

### **NGR 6801      Research Methods**

**3(3,0)**

PR: NGR 5800.

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

Identify and critically appraise existing scientific evidence, and apply evidentiary findings to nursing practice, population or setting. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

### **NGR 6813      Evidence Based Nursing Practice**

**3(3,0)**

PR: NGR 5800 and NGR 6801; Must be in last 12 hours of MSN ~~program.~~ program or in DNP Plan of Study.

~~Apply research, theory and other evidence to advanced practice nursing. Processes for implementation, evaluation and synthesis of evidence-based nursing practice are included.~~

Apply research, theory and other evidence to advanced practice nursing. Processes for implementation, evaluation and synthesis of evidence-based nursing practice are included. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

### **NGR 6819      Client Health Empowerment**

**3(3,0)**

PR: Enrollment in a graduate health program or C.I.

~~Analysis of the research and application of interventions that promote empowerment in health care delivery for diverse populations.~~

Analysis of the research and application of interventions that promote empowerment in health care delivery for diverse populations. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

### **NGR 6874      Nursing Environment Management**

**3(3,0)**

PR: ~~NGR 5720 and NGR 6722.~~ PR: Admission to the MSN or DNP track.

~~In-depth analysis of the use of informatics, quality management, risk reduction and patient safety concepts and tools to promote improved patient outcomes for nursing care.~~

In-depth analysis of the use of informatics, quality management, risk reduction and patient safety concepts and tools to promote improved patient outcomes for nursing care. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

### **NGR 6886      Professional Ethics and Rational Decision Making in Medicine & Advanced Nursing** **3(3,0)**

PR: Graduate standing or C.I.

~~An analysis of ethical theories that guide clinical, policy, and research decision-making in medicine and advanced nursing in a diverse society.~~

An analysis of ethical theories that guide clinical, policy, and research decision-making in medicine and advanced nursing in a diverse society. May be used in the degree program a maximum of 2 times.  
Will now be repeatable for credit.

**NGR 6941      Advanced Practice Practicum      Variable, 1-7**

PR: Admission to ~~M.S. in Nursing program or Nursing~~ MSN, DNP, CNS or Nurse Practitioner certificate. Can be started concurrently with final clinical course in program of study. (Varies with plan of study.).

~~Supervised advanced clinical practice in the role of nurse practitioner in an individualized preceptorship. Graded S/U.~~

Supervised advanced clinical practice in the role of nurse practitioner in an individualized preceptorship. Graded S/U. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7065      Advanced Clinical Management for Advanced Practice Nursing      3(3,0)**

PR: ~~NGR 7176~~; CR: NGR 7748.

~~Advanced diagnostic reasoning and analysis of clients with complex health maintenance, health promotion and illness management specific to speciality.~~

Advanced diagnostic reasoning and analysis of clients with complex health maintenance, health promotion and illness management specific to speciality. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7115      Philosophical and Theoretical Foundations of Nursing Science      3(3,0)**

PR: Doctoral standing in College of Nursing or C.I.

~~Analysis of the nature and levels of theory in science disciplines, historical and contemporary approaches to knowledge generation, and implications for nursing science.~~

Analysis of the nature and levels of theory in science disciplines, historical and contemporary approaches to knowledge generation, and implications for nursing science. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7123      Concept Development in Nursing      3(3,0)**

PR: NGR 7115.

~~Philosophical foundations and conceptualization techniques of concept development and analysis to advance the synthesis of knowledge in nursing.~~

Philosophical foundations and conceptualization techniques of concept development and analysis to advance the synthesis of knowledge in nursing. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7163      Illness as a Social Construct      3(3,0)**

PR: NGR 7818 or C.I.

~~Focused examination of concepts, theories, and research related to physical expression of disease and its link to individual psychosocial responses, beliefs, relationships and social environment.~~

Focused examination of concepts, theories, and research related to physical expression of disease and its link to individual psychosocial responses, beliefs, relationships and social environment. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7176      Advanced Pharmacology for Advanced Practice Nursing      3(3,0)**

PR: Admission to DNP and National Certification for APN Specialty or C.I.

~~Comprehensive understanding and application of pharmacotherapeutics for acute and complex patients throughout the life span.~~

Comprehensive understanding and application of pharmacotherapeutics for acute and complex patients throughout the life span. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7661      Healthcare for Vulnerable Populations      3(3,0)**

PR: Doctoral standing in the College of Nursing or C.I.

~~Health and healthcare issues of vulnerable populations and the influence of social, cultural, political and economic factors.~~

Health and healthcare issues of vulnerable populations and the influence of social, cultural, political and economic factors. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7673      Epidemiology Principles in Advanced Practice Nursing 3(3,0)**

PR: Admission to DNP program or C.I.

~~Advanced application of epidemiological concepts in community and public health practice, including disease surveillance, prevalence, prevention and statistical management of patient aggregate data.~~

Advanced application of epidemiological concepts in community and public health practice, including disease surveillance, prevalence, prevention and statistical management of patient aggregate data. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7815      Qualitative Methods in Nursing Research      3(3,0)**

PR: Doctoral standing in the College of Nursing or C.I.

~~In-depth knowledge of qualitative research theories, designs and methods for nursing research. Application of theory to a contemporary problem.~~

In-depth knowledge of qualitative research theories, designs and methods for nursing research. Application of theory to a contemporary problem. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7817      Quantitative Methods for Nursing Research I 3(3,0)**

PR: Doctoral standing in the College of Nursing or C.I.

~~Designing quantitative studies and related statistical analysis; maximizing statistical power; ethical issues related to nursing research.~~

Designing quantitative studies and related statistical analysis; maximizing statistical power; ethical issues related to nursing research. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7818      Quantitative Methods for Nursing Research II 3(3,0)**

PR: NGR 7818.

~~Advanced research designs; multivariate and biostatistical data analysis in nursing research.~~

Advanced research designs; multivariate and biostatistical data analysis in nursing research. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7820      Innovative Technologies in Healthcare      3(3,0)**

PR: Doctoral standing in the College of Nursing or C.I.

~~Application of innovative technologies in healthcare to research, teaching and practice. Legal, ethical and cultural issues related to technology transfer.~~

Application of innovative technologies in healthcare to research, teaching and practice. Legal, ethical and cultural issues related to technology transfer. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7823      Psychometrics and Measurement for Nursing Research      3(3,0)**

PR: NGR 7817, NGR 7815, or C.I.

~~Developing, testing and applying measurement theory in physiological and psycho social research analysis of psychometric properties of instruments and methods appropriate to theoretical perspectives and scientific rigor.~~

Developing, testing and applying measurement theory in physiological and psycho social research analysis of psychometric properties of instruments and methods appropriate to theoretical perspectives and scientific rigor.

May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7827      Concepts, Measurement, and Data Management 3(3,0)**

PR: Admission to Doctor of Nursing Practice program, NGR 6813 or equivalent, C.I.

~~Identification, analysis, and measurement of concepts; analysis and management of clinical data.~~

Identification, analysis, and measurement of concepts; analysis and management of clinical data. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7892      Healthcare Systems and Policy      3(3,0)**

PR: Doctoral standing in the College of Nursing or C.I.

~~Underpinnings of healthcare policy; healthcare policy formation and change agency; influences on healthcare systems; related analysis and research.~~

Underpinnings of healthcare policy; healthcare policy formation and change agency; influences on healthcare systems; related analysis and research. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7916      Research Grants Process and Proposal Writing 3(3,0)**

PR: Doctoral standing or C.I.

~~Grants process include writing elements of research proposal for HHH R-series applications and strategies for successful proposal preparation.~~

Grants process include writing elements of research proposal for HHH R-series applications and strategies for successful proposal preparation. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

**NGR 7948      Doctor of Nursing Practice Residency      Variable**

**NGR 7948L**

PR: NGR 7065; NGR 7748, and NGR 7793. 7748.

Clinical management of clients with complex health maintenance, health promotion and illness management needs focusing on a continuum of care within health care systems or organizations. There is a 6 hour requirement. ~~Graded S/U.~~ Graded S/U. May be used in the degree program a maximum of 2 times.



**NGR 7974      Doctor of Nursing Practice Project                      3(3,0)**

PR: NGR 7176; NGR 7673, NGR 7115; NGR 7817; NGR 7123; NGR ~~7891~~; 7892; NGR 6874.

Analyze health care needs, develop an evidence based intervention and evaluate outcomes for a specific population within an identified health care setting. ~~Graded S/U.~~ Graded S/U. May be used in the degree program a maximum of 2 times.