

Graduate Council Curriculum Committee
January 19, 2011
3:30 p.m., MH 243

Agenda

1. Welcome and call to order
2. Review of minutes from December 8 meeting
3. Update on Thermofluids track, Mechanical Engr, MS, tabled at last meeting, CECS
4. Review of M&S course fees tabled at last meeting
5. Curriculum revisions to the ESOL Endorsement K-12 Certificate, TESOL program, CAH
6. Curriculum revisions and move Professional Writing Certificate to Writing and Rhetoric Dept., CAH
7. Curriculum revisions and move Rhetoric and Composition track, English MA, to Writing and Rhetoric Dept, CAH
8. Curriculum revisions to the K-8 Mathematics and Science, MEd, CED
9. Curriculum revisions to the K-8 Mathematics and Science Ed Certificate, CED
10. Courses and special topics
11. 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
Boris Zeldovich, COP
Terrie Sypolt, Libraries
Sergio Tafur, GSA
James Turkson, COM
Art Weeks, CECS

Graduate Council Curriculum Committee

Course Fees Agenda for 01-19-2011

Engineering & Computer Science Fee request

EML 5XXXC Science and Technology of Fuel Cells 3(3,1)

PR: EGN 3365, EMA 4102 or C.I.

Fundamental knowledge along with hands-on experience with design, manufacturing and operation of fuel cells.

Materials & Supply Fee addition proposed: \$45.00 pending

Health & Public Affairs Fee request

Tabled for clarification. Update: department would like to withdraw.

SPA 6225C Fluency Disorders 4(3,1)

PR: Graduate standing.

Study of the theories, etiology, symptomatology and development of fluency disorders as well as assessment, differential diagnosis and management of disorders of fluency in children and adults with fluency failures.

Materials & Supply Fee addition proposed: \$49.87 pending

Tabled for clarification. Will be submitting additional information.

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. Update: department would like to withdraw.

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. Update: department would like to withdraw.

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)

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: Arts and Humanities Modern Languages

Proposed Effective Term/Year: Fall 2011

Unit(s) Housing Program: TESOL

Name of program, track, and/or certificate: ESOL Endorsement

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

The Graduate Certificate in English for Speakers of Other Languages Endorsement K-12 is designed to prepare students with specialized knowledge and training in the five areas required by the state of Florida to teach in a K-12 setting: applied linguistics, curriculum, testing, methodology and cross-cultural awareness.

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

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

Same as current

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

Kerry Purmensky, kpurmens@mail.ucf.edu, 823-0110, Colbourn 515, <http://mll.cah.ucf.edu/graduate/tesol.php>



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.

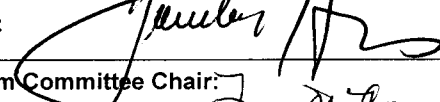
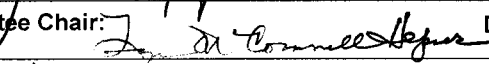
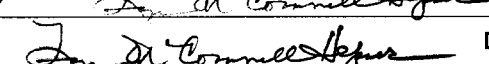
If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



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COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair:		Date:	11-9-10
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair:		Date:	11/16/10
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean or Unit Head:		Date:	11/16/10
<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:
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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.)

CERTIFICATE REVISION

WE WOULD LIKE TO ALLOW A SUBSTITUTE COURSE FOR OUR ESOL ENDORSEMENT FOR A PARTICULAR POPULATION OF STUDENTS.

THE CATALOG CURRENTLY READS:*REQUIRED COURSES—15 CREDIT HOURS*

- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- TSL 5525 ESOL Cultural Diversity or EDF 6886 Multicultural Education (3 credit hours)
- TSL 6142 Critical Approaches to ESOL (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)
- TSL 6440 Problems in Evaluation in ESOL (3 credit hours); or, for students admitted to the Speech and Language Pathology program, SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)

We would like to allow **for the substitution the following course**, using the same language that we used for one other course:

REQUIRED COURSES—15 CREDIT HOURS

TSL 5345 Methods of ESOL Teaching (3 credit hours), or, for students admitted to the Speech and Language Pathology program, TSL5085 Teaching Language Minority Students in K-12 Classrooms (3 hours)

Students from Speech and Language are obtaining their ESOL Endorsement through a special grant, which will run for 3 years. In the current certificate requirement, students are required to take a course offered by the Education Department, TSL5345 Methods in TESOL. Because the Speech and Language Therapy students will be working with particular populations of students in the public schools, they have requested that a more appropriate course would be TSL5085, which offers specific methodologies for young K-12 ESOL learners.

This will not affect enrollment of current students, as it only affects Speech and Language grant students. It will not affect faculty teaching schedules in Education, as this course is also an Education course and it is limited to a small number of grant students each year for the following three years. Dr. Joyce Nutta, the ESOL Coordinator in Education, has been consulted and is agreeable to the substitution

If future students Speech and Language students want to take this option, it is available for them even after the grant is finished.



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.)

No faculty changes are required. The faculty who teach TSL5345 also teach TSL5085.

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



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COLLEGE OF GRADUATE STUDIES

Current students will not be impacted by this revision. Only Speech and Language students will be able to substitute TSL5085 for TSL5345.

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.

Education – Dr. Joyce Nutta, email attached
Speech and Language – Dr. Linda Rosa-Lugo

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.

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	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?)

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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					
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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.

From: Joyce Nutta
To: Kerry Purmzensky
Date: 9.11.2010 10:38
Subject: Re: ESOL Endorsement Substitution

Dear Dr. Purmzensky,

As ESOL Coordinator for the College of Education and the course developer and instructor for TSL 5085, I support your proposed substitution of that course for TSL 5345, which I also developed and teach.

Thanks so much,
Joyce Nutta

>>> Kerry Purmzensky 11/09/10 9:59 AM >>>
Dear Dr. Nutta,

As the coordinator of the ESOL Program in Education, would you support the following substitution to our ESOL Endorsement Certificate.

Sincerely,

Kerry Purmzensky

CERTIFICATE REVISION

WE WOULD LIKE TO ALLOW A SUBSTITUTE COURSE FOR OUR ESOL ENDORSEMENT FOR A PARTICULAR POPULATION OF STUDENTS.

THE CATALOG CURRENTLY READS:

REQUIRED COURSES--15 CREDIT HOURS

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- * TSL 6250 Applied Linguistics in ESOL (3 credit hours)
- * TSL 6440 Problems in Evaluation in ESOL (3 credit hours); or, for students admitted to the Speech and Language Pathology program, SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)

We would like to allow for the substitution the following course, using the same language that we used for one other course:

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This will not affect enrollment of current students, as it only affects Speech and Language grant students. It will not affect faculty teaching schedules in Education, as this course is also an Education course and it is limited to a small number of grant students each year for the following three years. Dr. Joyce Nutta has been consulted and is agreeable to the substitution

If future students Speech and Language students want to take this option, it is available for them even

after the grant is finished.

Kerry Purmensity, PhD
Associate Professor
Graduate Coordinator
MATESOL Program
Department of Modern Languages and Literatures
University of Central Florida

Colbourn Hall 515
UCF - Orlando
407-823-0110

"UCF Stands for Opportunity"

From: Linda Rosa-Lugo
To: Purmensity, Kerry
Date: 10.11.2010 6:36
Subject: ESOL Endorsement substitution

Dear Dr. Purmensity,

As Graduate Coordinator of the Department of Communication Sciences and Disorders (CSD) in the College of Health and Public Affairs (COHPA) and the course developer and instructor for SPA 6474, I support your proposed substitution of that course for TSL 6440.

I am the Principal Investigator of the *University of Central Florida Collaborative for Preparing School Speech-Language Pathologists to Serve English Language Learners with Communication Disorders (Project SLP-ELL)* Pupil Personnel Grant. Per the grant, 40 students will be funded, over a 4-year period. Students accepted into this grant are required to obtain their ESOL Endorsement. This grant began in 2010.

I thank you so much for working with Dr. Nutta and me on the sequence of study for these students.

Thanks so much,
Linda

Linda I. Rosa-Lugo, Ed.D., CCC/SLP
Associate Professor
Master's Program Coordinator

Department of Communication Sciences and Disorders,
University of Central Florida, COHPA
P.O. Box 162215
Orlando, Florida 32816-2215
Office: (407) 823-4798
Direct Line: (407) 823-4805
Fax: (407) 823-4816
email: lrosa@mail.ucf.edu

ESOL Endorsement K-12 Certificate

✕ [Hide preferences menu.](#)

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

Program Disciplines

This program belongs to the following disciplines:

- [Education](#)

FEEDBACK

College : [Arts and Humanities](#) Degree : CRT
Department : [Modern Languages and Literatures](#) Option : N/A
Program Websites : <http://mll.cah.ucf.edu/>

PROGRAM DESCRIPTION

The Graduate Certificate in English for Speakers of Other Languages Endorsement K-12 is designed to prepare students with specialized knowledge and training in the five areas required by the state of Florida to teach in a K-12 setting: applied linguistics, curriculum, testing, methodology and cross-cultural awareness.

[Read More](#) ▼▲

CURRICULUM

No course substitutions are allowed. Upon successful completion, students will need to complete separate paperwork with the state of Florida for official recognition of this endorsement.

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—15 Credit Hours

~~TSL 5345 Methods of ESOL Teaching (3 credit hours) or, for students admitted to the Speech and Language Pathology program, TSL5085 Teaching Language Minority Students in K-12 Classrooms (3 hours)~~

- ~~• TSL 5345 Methods of ESOL Teaching (3 credit hours) or, for students admitted to the Speech and Language Pathology program, TSL5085 Teaching Language Minority Students in K-12 Classrooms (3 hours)~~

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- TSL 5525 ESOL Cultural Diversity or EDF 6886 Multicultural Education (3 credit hours)
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INDEPENDENT LEARNING

TSL 5525, TSL 5345, and TSL 6250 require students to work with one or more nonnative speakers. TSL 6250 requires students to transcribe data elicited from a nonnative speaker.

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.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing the certificate.

Application Deadlines


ESOL Endorsement K-12 Certificate	Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Dec 1	Apr 15
International Applicants	-	-	-	-
International Transfer Applicants	-	-	-	-

Program Profile

Contact Info


Graduate Program

Kerry Purmensity PhD

kpurmensity@mail.ucf.edu
Telephone: 407-823-0087
CNH 515 

Graduate Admissions

Lindsay Gift

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



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: CAH/Department of Writing and Rhetoric

Proposed Effective Term/Year: Fall/2011

Unit(s) Housing Program: Currently Department of English, but request is to move to Department of Writing and Rhetoric

Name of program, track, and/or certificate: Professional Writing Certificate

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

The Graduate Certificate in Professional Writing offers professionals opportunities to develop and improve communication skills vital to advancing in the workplace. Since the program is designed for busy professionals, all courses are offered via the web, and the program can be completed in as few as three consecutive semesters.

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.

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

Same as current.

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

Kathleen Bell, Associate Professor, kbell@mail.ucf.edu, 407-823-2295, CNH 417A,
<http://english.cah.ucf.edu/graduate/prowriting.php> (Note: Website address will change is program is moved to Department of Writing and Rhetoric.)



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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.



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COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair:	<i>David F. Walker</i>	Date:	11 / 1 / 10
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair:	<i>John A. Connell</i>	Date:	11 / 16 / 10
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean or Unit Head:	<i>John A. Connell</i>	Date:	11 / 16 / 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:
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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 Department of English has agreed to move the Professional Writing Certificate to the Department of Writing and Rhetoric (see attached MOU), given that most of the faculty who teach in the program and who have the necessary expertise have been moved to the latter department.

As part of moving the Professional Writing Certificate to the Department of Writing and Rhetoric, the following courses would also need to be moved (but not changed): ENC 6335 Rhetorical Traditions, ENC 6339 Rhetorical Movements, ENC 5705 Theory and Practice of Composition, ENC 6712 Studies in Literacy and Writing, ENC 5237 Writing for the Business Professional, ENC 5745 Teaching Practicum, ENC 5291 Developing Professional Writing Projects, ENC 6702 Issues in Writing Assessment, ENC 6332 Gendered Rhetoric, ENC 6333 Contemporary Rhetoric and Composition Theory, ENC 6945 Community Literacy Practicum, ENC 5276 Writing/Consulting: Theory and Practice, ENC 5245 Teaching Professional Writing (to be revised into a 6000-level course), ENC 5930 Current Topics in Professional Writing, ENC 5216 Editing Professional Writing (to be revised into a 6000-level course).

Additionally, the following courses would be shared by both the Department of Writing and Rhetoric and the Department of English: ENC 6257 Proposal Writing, ENC 6306 Persuasive Writing, ENC 5337 Modern Rhetorical Theory (to be renamed Rhetorical Theory), LIN 5675 English Grammar and Usage, LIN 5137 Linguistics, LIN 6932 Problems in Linguistics, ENC 6428 Rhetorics of Digital Literacy, ENC 6429 Teaching Writing with Computers, ENC 6338 Rhetorics of Public Debate.

We are also proposing the following changes to the Professional Writing Certificate's required program of study:

- 1) To align with a corresponding CAR course name change request, change the name of ENC 5337 from "Modern Rhetorical Theory" to "Rhetorical Theory."
- 2) To enable the Department of Writing and Rhetoric to regularly offer all core courses, change core requirement of ENC 6217 Technical Editing to ENC 5216 Editing Professional Writing; in addition, we would like to designate ENC 6217 as an acceptable substitute for ENC 5216, and we are concurrently submitting a CAR to change ENC 5216 to a 6000-level course.
- 3) As we are concurrently submitting a CAR to change ENC 5245 Teaching Professional Writing to a 6000-level course, so the number of that elective option would change.
- 4) Add elective options of concurrently proposed ENC 6XXX Topics in Rhetoric and Composition.

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

☐ Yes ☒ No



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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:

All students will remain in program, but the program will move to a new department.

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.)

Same as current. In addition to faculty in the Department of Writing and Rhetoric, select Technical Communication faculty in the Department of English will continue to occasionally teach courses in the 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?

No impact.

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

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

See attached MOU. Only the Department of English is affected.

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.

Same as current, though now we are better able to increase enrollment in the 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)



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

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)

To: José Fernandez, Dean, College of Arts and Humanities
From: Patrick Murphy, Interim Chair, Department of English
David Wallace, Chair, Department of Writing and Rhetoric
CC: Lynn Hepner, Assistant Dean, College of Arts and Humanities
Date: November 5, 2010
RE: Curriculum adjustments

pm
David Wallace

On behalf of our respective departments, we have agreed to the following curricular changes:

1. Pending University approval, the existing writing minor in English will be phased out and a new writing minor in Writing and Rhetoric will replace it.

2. Pending University approval, beginning in 2011-12, Writing and Rhetoric will take over the existing graduate Professional Writing Certificate and the MA in Rhetoric and Composition (including the courses central to both programs' curricula).

3. The following courses will be taken over by Writing and Rhetoric:

- ENC 2127 Grammar and Composition
- ENC 3250 Professional Writing
- ENC 3311 Advanced Expository Writing

- ENC 4275 Writing/Consulting: Theory and Practice
- ENC 6335 Rhetorical Traditions
- ENC 6339 Rhetorical Movements
- ENC 5705 Theory and Practice of Composition
- ENC 6712 Studies in Literacy and Writing
- ENC 5237 Writing for the Business Professional
- ENC 5745 Teaching Practicum
- ENC 6702 Issues in Writing Assessment
- ENC 6332 Gendered Rhetoric
- ENC 6333 Contemporary Rhetoric and Composition Theory
- ENC 6945 Community Literacy Practicum
- ENC 5276 Writing/Consulting: Theory and Practice
- ENC 5245 Teaching Professional Writing
- ENC 5930 Current Topics in Professional Writing
- ENC 5291 Developing Professional Writing Projects
- ENC 5216 Editing Professional Writing

4. The following courses will be shared by English and Writing and Rhetoric:

- ENC 3310 Magazine Writing
- LIN 3673 Advanced Grammar and Prose Style
- LIN 4680 Modern English Grammar

- ENC 6257 Proposal Writing

ENC 6306 Persuasive Writing
ENC 5337 Modern Rhetorical Theory (to possibly be renamed Rhetorical Theory)
LIN 5675 English Grammar and Usage
LIN 5137 Linguistics
LIN 6932 Problems in Linguistics
ENC 6428 Rhetorics of Digital Literacy
ENC 6429 Teaching Writing with Computers
LIT 6435 Rhetoric of Science
ENC 6338 Rhetorics of Public Debate

The departments will work together for a transition period of at least two years

PROFESSIONAL WRITING CERTIFICATE

PROGRAM DESCRIPTION

The Graduate Certificate in Professional Writing offers professionals opportunities to develop and improve communication skills vital to advancing in the workplace. Since the program is designed for busy professionals, all courses are offered via the web, and the program can be completed in as few as three consecutive semesters.

CURRICULUM

This flexible five-course sequence of graduate study includes three required core courses and allows students to choose two electives from the list below.

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—9 Credit Hours

- ENC 5337 ~~Modern~~ Rhetorical Theory (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- ENC ~~6XXX~~ Editing Professional Writing ~~6217 Technical Editing~~ (3 credit hours) or ENC 6217 Technical Writing (3 credit hours)

Comment [UoCF1]: This course is currently ENC 5216.

Elective Courses—6 Credit Hours

Choose two courses from the following list.

- ENC 5225 Theory and Practice of Document Usability (3 credit hours)
- ENC ~~6XXX~~ 5245 Teaching Professional Writing (3 credit hours)
- ENC 5276 Writing/Consulting: Theory and Practice (3 credit hours)
- ENC 5291 Developing Professional Writing Projects (3 credit hours)
- ENC 5705 Theory and Practice in Composition (3 credit hours)
- ENC 5930 Current Topics in Professional Writing (3 credit hours)
- ENC 6244 Teaching Technical Writing (3 credit hours)
- ENC 6247 Proposal Writing (3 credit hours)
- ENC 6257 Graphics in Technical Writing (3 credit hours)
- ENC 6261 Technical Writing, Theory and Practice (3 credit hours)
- ENC 6292 Project Management for Technical Writers (3 credit hours)
- ENC 6296 Computer Documentation (3 credit hours)
- ENC 6297 Production and Publication Methods (3 credit hours)
- ENC 6306 Persuasive Writing (3 credit hours)

Comment [UoCF2]: This course is currently ENC 5245.

- ENC 6332 Gendered Rhetoric (3 credit hours)
- ENC 6333 Contemporary Rhetoric and Composition Theory (3 credit hours)
- ENC 6335 Rhetorical Tradition (3 credit hours)
- ENC 6338 The Rhetorics of Public Debate (3 credit hours)
- ENC 6339 Rhetorical Movements (3 credit hours)
- ENC 6425 Hypertext Theory and Design (3 credit hours)
- ENC 6428 Rhetoric of Digital Literacy (3 credit hours)
- ENC 6429 Teaching Writing with Computers (3 credit hours)
- ENC 6702 Issues in Writing Assessment (3 credit hours)
- ENC 6945 Community Literacy Practicum (3 credit hours)
- ENC 6712 Studies in Literacy and Writing (3 credit hours)
- ENG 5009 Methods of Bibliography and Research (3 credit hours)
- LIN 5137 Linguistics (3 credit hours)
- LIN 5675 English Grammar and Usage (3 credit hours)
- LIN 6932 Problems in Linguistics (3 credit hours)
- ENC 6XXX Topics in Rhetoric and Composition (3 credit hours)

Application Requirements

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

Successful applicants will have received a grade of "A" or "B" in an upper-division writing intensive course. An application to the graduate certificate program, official transcripts, and a statement of academic intent must be submitted. Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing the certificate.

Application Deadlines

Professional Writing Certificate	Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Dec 1	Apr 15
International Applicants	-	-	-	-
International Transfer Applicants	-	-	-	-



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: CAH/Department of Writing and Rhetoric

Proposed Effective Term/Year: Fall/2011

Unit(s) Housing Program: Currently Department of English, but we are asking program to be moved to Department of Writing and Rhetoric

Name of program, track, and/or certificate: M.A. Track in Rhetoric and Composition

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

The Rhetoric and Composition Masters of Arts track will train students to engage in technologically adept, theory-based writing research and pedagogy. The program emphasizes the study of classical and modern rhetoric, particularly in its relation to contemporary composition. This degree is ideal preparation for teaching college-level writing, for continuing to a PhD program in rhetoric and composition, and for working in other public and professional situations that call for effective persuasion and communication.

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.

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

Same as current.

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

Blake Scott, bscott@mail.ucf.edu, 407-823-1057, Colbourn Hall 301B, <http://english.cah.ucf.edu/graduate/rhetoric.php> (Note: Website would change if program moved to Department of Writing and Rhetoric.)



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.

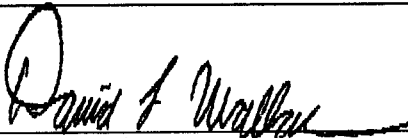
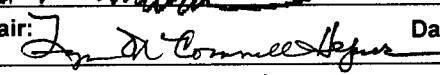
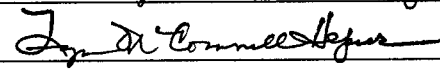
If you checked inactivation or you are temporarily suspending admissions, please go to Part B and complete it.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair:		Date:	11 / 1 / 10
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair:		Date:	11 / 16 / 10
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean or Unit Head:		Date:	11 / 16 / 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:
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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.)

We are proposing to move the M.A. Track in Rhetoric and Composition from the Department of English to the Department of Writing and Rhetoric (**but keep the same CIP code**), as most of the faculty who teach in the track and who have the necessary expertise have been moved to the latter department. In effect, then, the Rhetoric and Composition track would be changed to a stand-alone program in the new department.

As part of moving the M.A. Track in Rhetoric and Composition to the Department of Writing and Rhetoric, the following courses would also need to be moved (but not changed): ENC 6335 Rhetorical Traditions, ENC 6339 Rhetorical Movements, ENC 5705 Theory and Practice of Composition, ENC 6712 Studies in Literacy and Writing, ENC 5237 Writing for the Business Professional, ENC 5291 Developing Professional Writing Projects, ENC 6702 Issues in Writing Assessment, ENC 6332 Gendered Rhetoric, ENC 6333 Contemporary Rhetoric and Composition Theory, ENC 6945 Community Literacy Practicum, ENC 5276 Writing/Consulting: Theory and Practice, ENC 5745 Teaching Practicum, ENC 5245 Teaching Professional Writing (to be revised into a 6000-level course), ENC 5930 Current Topics in Professional Writing, ENC 5216 Editing Professional Writing (to be revised into a 6000-level course).

Additionally, the following courses would be shared by both the Department of Writing and Rhetoric and the Department of English: ENC 6257 Proposal Writing, ENC 6306 Persuasive Writing, ENC 5337 Modern Rhetorical Theory (to be renamed Rhetorical Theory), LIN 5675 English Grammar and Usage, LIN 6932 Problems in Linguistics, LIN 5137 Linguistics, ENC 6428 Rhetorics of Digital Literacy, ENC 6429 Teaching Writing with Computers, ENC 6338 Rhetorics of Public Debate, LIT 6435 Rhetoric of Science.

We are also proposing the following changes to the M.A. in Rhetoric and Composition's required program of study:

- 1) To enable the Department of Writing and Rhetoric to regularly offer all core courses, and to make the core research methods course more specific to the field, change core requirement of ENG 5009 to the new, concurrently proposed ENC 6XXX Research Methods in Rhetoric and Composition.
- 2) Because they are now outdated, remove the names of the Restricted Electives Concentration Areas ("Rhetorical Foundations", "Rhetoric in Practice," and "Studies in Literacy and Writing").
- 3) In order to regularly and flexibly offer courses focused on more specific, timely issues, add to Restricted Electives the concurrently proposed course ENC 6XXX Topics in Rhetoric and Composition.
- 3) Because it is not directly related to the field, remove CRW 5932 from the list of Restricted Electives.
- 4) Add to Restricted Elective option concurrently proposed course ENC 6XXX Teaching Professional Writing.
- 5) To align with a corresponding CAR course name change request, change the name of ENC 5337 from "Modern Rhetorical Theory" to "Rhetorical Theory."

Finally, in order to help students more directly move into and successfully complete their thesis/classroom research project, we would like to eliminate the Comprehensive Examination requirement and replace it with a required annotated bibliography of sources to be used in the thesis/project.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

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:

All students will remain in the track, but the track will move from English to DWR.

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.)

Same as current, with the exception of Paul Dombrowski, J.D. Applen, Dan Jones, and Madelyn Flammia. The Department of Writing and Rhetoric will be hiring up to six new tenure-track faculty who will teach in the program.

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



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

how?

None.

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.

See attached MOU.

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					



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

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

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)

To: José Fernandez, Dean, College of Arts and Humanities
From: Patrick Murphy, Interim Chair, Department of English
David Wallace, Chair, Department of Writing and Rhetoric
CC: Lynn Hepner, Assistant Dean, College of Arts and Humanities
Date: November 5, 2010
RE: Curriculum adjustments

On behalf of our respective departments, we have agreed to the following curricular changes:

1. Pending University approval, the existing writing minor in English will be phased out and a new writing minor in Writing and Rhetoric will replace it.

2. Pending University approval, beginning in 2011-12, Writing and Rhetoric will take over the existing graduate Professional Writing Certificate and the MA in Rhetoric and Composition (including the courses central to both programs' curricula).

3. The following courses will be taken over by Writing and Rhetoric:

ENC 2127 Grammar and Composition
ENC 3250 Professional Writing
ENC 3311 Advanced Expository Writing

ENC 4275 Writing/Consulting: Theory and Practice
ENC 6335 Rhetorical Traditions
ENC 6339 Rhetorical Movements
ENC 5705 Theory and Practice of Composition
ENC 6712 Studies in Literacy and Writing
ENC 5237 Writing for the Business Professional
ENC 5745 Teaching Practicum
ENC 6702 Issues in Writing Assessment
ENC 6332 Gendered Rhetoric
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ENC 6945 Community Literacy Practicum
ENC 5276 Writing/Consulting: Theory and Practice
ENC 5245 Teaching Professional Writing
ENC 5930 Current Topics in Professional Writing
ENC 5291 Developing Professional Writing Projects
ENC 5216 Editing Professional Writing

4. The following courses will be shared by English and Writing and Rhetoric:

ENC 3310 Magazine Writing
LIN 3673 Advanced Grammar and Prose Style
LIN 4680 Modern English Grammar

ENC 6257 Proposal Writing

ENC 6306 Persuasive Writing
ENC 5337 Modern Rhetorical Theory (to possibly be renamed Rhetorical Theory)
LIN 5675 English Grammar and Usage
LIN 5137 Linguistics
LIN 6932 Problems in Linguistics
ENC 6428 Rhetorics of Digital Literacy
ENC 6429 Teaching Writing with Computers
LIT 6435 Rhetoric of Science
ENC 6338 Rhetorics of Public Debate

The departments will work together for a transition period of at least two years

MA IN RHETORIC AND COMPOSITION (DEPARTMENT OF WRITING AND RHETORIC)

PROGRAM DESCRIPTION

The Rhetoric and Composition Masters of Arts program will train students to engage in technologically adept, theory-based writing research and pedagogy. The program emphasizes the study of classical and modern rhetoric, particularly in its relation to contemporary composition. This degree is ideal preparation for teaching college-level writing, for continuing to a PhD program in rhetoric and composition, and for working in other public and professional situations that call for effective persuasion and communication. The Rhetoric and Composition track in the Master of Arts in English program focuses on how language is used in real-world contexts. This degree is ideal preparation for teaching college-level writing, for continuing to a PhD program in rhetoric and composition, and for working in other public and professional situations, which call for effective written and verbal communication.

CURRICULUM

Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

Each student must complete at least 33 credit hours, including four core classes. Near the end of the degree program, each candidate will develop an annotated bibliography about their proposed thesis or nonthesis project and complete a thesis or pedagogical research project. ~~write a comprehensive examination based on a prescribed reading list and enroll in either a thesis option or a nonthesis option that requires a classroom-based research project.~~

The program requires that students complete a thesis or a pedagogical ~~classroom~~-research project approved by the graduate faculty that will contribute to the field of study with an emphasis on innovative pedagogy.

Required Courses—12 Credit Hours

- ENC 6335 Rhetorical Traditions (3 credit hours)
- ENC 6XXX Research Methods in Rhetoric and Composition ~~ENC 5009 Methods of Bibliography and Research~~ (3 credit hours)
- ENC 5705 Theory and Practice in Composition (3 credit hours)
- ENC 6712 Studies in Literacy and Writing (3 credit hours)

Elective Courses—18 Credit Hours

Restricted—12 Credit Hours

Students will choose courses in concert with a graduate faculty adviser from among the three concentration areas:

Rhetorical Foundations

- ENC 5337 ~~Modern~~ Rhetorical Theory (3 credit hours)
- ENC 6332 Gendered Rhetoric (3 credit hours)
- LIT 6435 Rhetoric of Science (3 credit hours)
- ENC 6339 Rhetorical Movements (3 credit hours)
- ENC 6333 Contemporary Rhetoric and Composition Theory (3 credit hours)

Rhetoric in Practice

- ENC 6306 Persuasive Writing (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- ENC 6244 Teaching Technical Writing (3 credit hours)
- ~~CRW 5932 Teaching Creative Writing (3 credit hours)~~
- ENC 5745 Teaching Practicum (3 credit hours)
- ENC 6702 Issues in Writing Assessment (3 credit hours)

Studies in Literacy and Writing

- LIN 5675 English Grammar and Usage (3 credit hours)
- LIN 5137 Linguistics (3 credit hours)
- ENC 5276 Writing/Consulting: Theory and Practice (3 credit hours)
- ENC 5945 Community Literacy Practicum (3 credit hours)
- ENC 6429 Teaching Writing with Computers (3 credit hours)
- ENC 6338 The Rhetorics of Public Debate (3 credit hours)
- ENC 6XXX Teaching Professional Writing
- ENC 6XXX Topics in Rhetoric and Composition (3 credit hours; this course can be taken for repeat credit once, for an additional 3 hours, if it has a different topic the second time)

Unrestricted—6 Credit Hours

Students will work with an adviser to choose two other graduate-level Writing and Rhetoric English courses or approved courses outside the department (e.g., English).

Thesis Option—3 Credit Hours

Students complete a formal thesis on a topic selected in consultation with an advisory committee and will meet both departmental and university requirements for the thesis.

- ENC 6971 Thesis (3 credit hours)

Nonthesis Option—3 Credit Hours

Classroom Research Project —Students complete a pedagogical research project approved by an advisory committee. This project should emphasize innovative pedagogy and be directly relevant ~~will consist of a pedagogical research project of direct applicability~~ to the field of Rhetoric and Composition.

- ENC 6918 Directed Research (3 credit hours)

Annotated Bibliography ~~Comprehensive Examination~~

The annotated bibliography should consist of at least 15 sources relevant to the students' thesis or pedagogical research project and should be completed before this thesis or project. It must be approved by an advisory committee. ~~comprehensive examination is a written exam, based on a booklist, and consists of essay questions.~~

INDEPENDENT LEARNING

For nonthesis students, a pedagogical ~~classroom-based~~ research project is required that emphasizes innovative pedagogy.

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.

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 English or its equivalent.
- Official, competitive GRE score taken within the last five years.
- Two letters of recommendation from faculty members or others familiar with applicant's academic potential.
- One year of a foreign language at the university level (may be taken while in graduate residence).
- A one to two page goal statement addressing the applicant's reasons for pursuing graduate study in English.
- An academic essay that demonstrates an ability to analyze and argue, approximately ten pages. A cover statement of no more than one page that explains why you chose to submit this particular academic essay and how you would revise it if you had the opportunity. All statements and essays should be revised writing (i.e., not written under

timed conditions). Writing should be "clean": typed, error-free, with no teacher comments. The academic essay should demonstrate an ability to follow a scholarly format such as MLA or APA.

- A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.
- A résumé is required for applicants seeking assistantship positions.

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

Application Deadlines

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

Rhetoric and Composition	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 30	Nov 1	
International Applicants	Jan 15	Jan 15	Jul 1	
International Transfer Applicants	Jan 15	Mar 1	Sep 1	



Program Action Request Form

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College/Unit(s) Submitting Proposal:	Education
Proposed Effective Term/Year:	Summer, 2011
Unit(s) Housing Program:	School of Teaching, Learning, and Leadership
Name of program, track, and/or certificate:	M.Ed. in K-8 Mathematics and Science

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

The K-8 Mathematics and Science Education program is offered as a Master of Education (MEd) degree for teachers with at least three years experience who instruct students in mathematics and/or science in the indicated grade levels.

The K-8 Mathematics and Science Education program is designed to improve the quality of teaching and learning in mathematics and science in grades K-8. Graduates of the K-8 Mathematics and Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in mathematics and science classrooms.

The program is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in elementary and middle school mathematics and science education.

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?)

NA

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



program? Will you admit directly to the track?) NA

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

☐ Yes ☐ No Department Chair: _____ Date: _____

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

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

☐ 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 proposed changes are the response to a comprehensive data-driven process. The results of the institutional effectiveness assessment as well as focus group sessions with graduates led the program faculty to change the required courses in the core and the specialization and to add an additional choice to the nonthesis option. The course changes are comprised of proposed course name changes to reflect the content of the courses more accurately. The courses are Space Science for Educators (proposed change to Space and Physical Science for Educators), and Reflecting on Instruction of Mathematics and Science (proposed change to Teaching Mathematics and Science Using Reform-based Practices). The course proposed for deletion is IDS 6934 Using Technology in Mathematics and Science. The components of this course that are necessary for the purposes of this program are covered through a combination of existing coursework and the two proposed new courses. The two proposed courses are EDF 6XXX Data-based Decision Making (new course) and EEX 6342 Seminar – Critical Issues in Special Education (existing course). Not only are these courses proposed in response to evaluation data, but they are clearly addressing current issues in education and requirements for effective leadership in mathematics and science teaching. MAE 6899 Seminar in Teaching Mathematics is now listed as a required course rather than an elective course and MAE 6318 Current Methods in Elementary School Mathematics is also required, both in response to program evaluation data.

The nonthesis option of completing an action research-based research project and submitting the results for publication in a refereed journal is consistent with our emphasis on value-added programs as graduate students in this program are also teachers in schools who need to focus on their action as teachers and use structured methods to address problems in their classroom settings. The students pursuing the thesis will not take IDS 6910 Research in Mathematics and Science Education but rather will receive guidance for their studies during thesis 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.)

Existing faculty will continue to serve 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?

Current students will complete program under existing requirements.

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.

Please see attached agreement from Department of Child, Family and Community Sciences.

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.



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 DESCRIPTION

The K-8 Mathematics and Science Education program is offered as a Master of Education (MEd) degree for teachers with at least three years experience who instruct students in mathematics and/or science in the indicated grade levels.

The K-8 Mathematics and Science Education program is designed to improve the quality of teaching and learning in mathematics and science in grades K-8. Graduates of the K-8 Mathematics and Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in mathematics and science classrooms.

The program is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in secondary elementary and middle school mathematics and science education.

Other K-8 Mathematics and Science Programs

The K-8 Mathematics and Science Education program offers a graduate certificate program that can be transferred in its entirety into the master's program.

The K-8 Mathematics and Science Education program is closely allied with both the Curriculum and Instruction (EdS/EdD)EdD and PhD in Education programs. Graduates of the K-8 Mathematics and Science master's program have been very successful in completing the advanced graduate degrees.

CURRICULUM

The K-8 Mathematics and Science Education MEd program requires a minimum of 36 credit hours beyond the bachelor's degree, including 15 credit hours of core courses, ~~12-15~~ credit hours of specialization content pedagogical courses, ~~3 credit hours of a supervised professional laboratory experience~~, and six credit hours of thesis work or the nonthesis option, which focuses on completing an action research project through a research paper or by developing a portfolio in preparation for National Board Certification for Teachers.

Total Credit Hours Required:

36 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—~~27-30~~ Credit Hours

Core—15 Credit Hours

- EDF ~~6481-6XXX~~ Fundamentals of Graduate Research in EducationData-based Decision Making (3 credit hours)
- EEX 6342 Seminar – Critical Issues in Special Education~~IDS 6934 Using Technology in Mathematics and Science~~ (3 credit hours)
- IDS 6937 Reflecting on Instruction of Teaching -Mathematics and Science Using Reform-based Practices (3 credit hours)
- IDS 6939 Reforming Curriculum in Mathematics and Science Education (3 credit hours)
- IDS ~~6933-6516~~ Seminar in TeachingLeadership Development for Mathematics and Science Teachers (3 credit hours)

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Specialization—~~15~~2 Credit Hours

The following courses provide the content pedagogical courses for the K-8 Mathematics and Science Education MEd program.

- ~~MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)~~
- SCE 5836 Space and Physical Science for Educators (3 credit hours)

- ISC 6146 Environmental Education for Educators (3 credit hours)
- ~~Elective as approved by the advisor (3 credit hours)~~
- MAE 6899 Seminar in Teaching Mathematics (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours)
- MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)

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Practicum—3 Credit Hours

- ~~EDS 5356 Mentoring and Clinical Supervision of Pre-professional Educators (3 credit hours)~~

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Thesis Option—6 Credit Hours

- IDS 6971 Thesis

Nonthesis Option—6 Credit Hours

Some students may choose to complete a nonthesis option, ~~the that is focused on action research project through one of two pathways: (1) plan, complete, and submit findings of a research project to a refereed journal; or (2)~~ develop~~ing~~ a portfolio according to the guidelines of the National Board for Professional Teaching Standards (NBPTS). The portfolio requires a demonstration of professional growth, reflection, and proficiency and incorporates the concepts of "action research" in a classroom. In addition, all portfolios require a final reflective analysis of students' overall learning and professional development as the capstone portfolio entry. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. Students must submit and defend their portfolio before the program faculty as well as submit it for National Board Certification review.

- ~~LAE 5285 Writing Workshop~~ IDS 6910 Research in Mathematics and Science Education (3 credit hours)
- EDG 6329 Quality Teaching Practices (3 credit hours)

~~With approval of the program director, IDS 6933 Portfolio (3 credit hours) may be substituted and repeated for LAE 5295 or EDG 6329 should one or both not be offered.~~

INDEPENDENT LEARNING

A thesis or ~~portfolio~~ action research project is required.

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space between Latin and Asian text, Don't
adjust space between Asian text and
numbers



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

Unit(s) Housing Program:

School of Teaching,
Learning, and Leadership

Name of program, track, and/or certificate:

K-8 Mathematics and
Science Certification

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

The K-8 Mathematics and Science Education Graduate Certificate is for teachers with at least three years of experience who instruct students in mathematics or science in grade levels K-8. The program is designed to improve the quality of teaching and learning in mathematics and science in grades K-8. Graduates of the K-8 Mathematics and Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in mathematics and science classrooms.

The K-8 Mathematics and Science Education certificate is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in elementary and middle school mathematics and science education.

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?)

NA



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

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

☐ Yes ☐ No Department Chair: Date:

☐ Yes ☐ No College Curriculum Committee Chair: Date:

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

☐ 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 proposed changes are the response to a comprehensive data-driven process. The results of the institutional effectiveness assessment as well as focus group sessions with graduates led the program faculty to change the required courses to the M.Ed in K-8 Mathematics and Science (please see the rationale for that Program Action Request for further information). These changes required that the certificate change as well. The resulting change is that MAE 6318 Current Methods in Elementary School Mathematics will replace IDS 6934 Using Technology in Mathematics and Science. The other minor changes are in course title with SCE 5836 changing from Space Science for Educators to Space and Physical Science for Educators and IDS 6937 changing from Reflecting on Instruction of Mathematics Science to Teaching Mathematics and Science Using Reform-based Practices.

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.)

Existing faculty will continue to serve 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?

Current students will complete program under existing requirements.

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.



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 DESCRIPTION

The K-8 Mathematics and Science Education Graduate Certificate is for teachers with at least three years of experience who instruct students in mathematics or science in grade levels K-8. The program is designed to improve the quality of teaching and learning in mathematics and science in grades K-8. Graduates of the K-8 Mathematics and Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in mathematics and science classrooms.

The K-8 Mathematics and Science Education certificate is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in [elementary and middle school](#) mathematics and science education.

Other K-8 Mathematics and Science Programs

A Master of Education in K-8 Mathematics and Science Education is available, and the described graduate certificate can be transferred in its entirety into the master's program.

The K-8 Mathematics and Science Education master's program is closely allied with both the [Curriculum and Instruction \(EdS/EdD\)EdD](#) and PhD in Education programs. Graduates of the K-8 Mathematics and Science master's program have been very successful in completing advanced graduate degrees.

CURRICULUM

Total Credit Hours Required:
12 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—12 Credit Hours

- SCE 5836 Space and Physical Science for Educators (3 credit hours)
- MAE 6899 Seminar in Teaching Mathematics (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours)~~IDS 6934 Using Technology in Mathematics and Science (3 credit hours)~~
- ~~MAE 6899 Seminar in Teaching Mathematics (3 credit hours)~~
- IDS 6937 ~~Reflecting on the~~ Teaching ~~of~~ Mathematics and Science Using Reform-based Practices (3 credit hours)

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November 22, 2010

TO: Graduate Curriculum and Standards Committee

FR: Carolyn Walker Hopp, Ph.D.
Coordinator, Teacher Leadership Program

RE: Course Revisions

Please note the following as you review the course revisions for the Teacher Leadership program.

Rationale

The Teacher Leadership program has, since its inception, included a capstone project at the end of the program. In responding to the need for data-driven accountability, the TL specialization coordinators are collaborating on the design of a Teacher Leadership Work Sample (TLWS), the goal of which is to ensure that teachers have a deep understanding of their teaching context and can apply data-driven decisions about curriculum planning, instruction and assessment that provide evidence of student progress and achievement. Teacher accountability is a reality and the Teacher Leadership program plans to be at the forefront of preparing teacher leaders for that reality.

Proposed Course Revisions

The proposed revisions reflect the inclusion of Teacher Leadership Work Sample standards and content needed to prepare teachers to work on TLWS standards that are infused throughout the program. All the proposed revisions are in the Teacher Leadership Core.

EDG 6935 - Introductory Seminar in Teacher Leadership

A proposed revision is a name change to reflect program purpose and course content.

EDG 6223 – Curriculum Theory, Organization, and Policy

A proposed name change that reflects the addition of curriculum policy content to the course.

EDF 6233 – Action Research and Analysis of Classroom Practice

A proposed name change to reflect the content of the course which includes the research design portion of the TLWS.

EDF 6259 – Learning Theories Applied to Leadership in Teaching Practice

A proposed name change that accurately reflects the content of the course.

EDF 6635 – Action Research and Inquiry in Teacher Leadership

Proposed name change that reflects capstone course content and preparation of the final portion of the TLWS.

PROGRAM DESCRIPTION

The Master of Education (MEd) program in Teacher Leadership is designed for certified and experienced educators who want to extend their influence beyond the walls of the classroom, to improve their knowledge and skills in the area of leadership, and who want to develop expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels. The Teacher Leadership program addresses teacher empowerment and leadership in the expanded roles and responsibilities of teachers in schools.

[Read More ▼▲](#)

CURRICULUM

The Teacher Leadership MEd program requires a minimum of 33 credit hours beyond the bachelor's degree, including 18 credit hours of core courses, and 15 credit hours in a chosen specialization.

Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

The MEd program requires a course-based action research study (i.e., application and analysis of the effectiveness of research-based best practices in the classroom). The research study and the comprehensive exams will focus on reviewing and analyzing contemporary research in the core areas of teacher leadership, curriculum, instruction, and social and cultural competency in order to help students acquire knowledge, skills, and dispositions pertaining to research-based practices in these areas. Students also select a specialization in Curriculum Leadership, Gifted Education, or Urban Education.

Required Courses—33 Credit Hours

Core—18 Credit Hours

All students must take the Teacher Leadership core, regardless of their chosen specialization.

- EDG 6935 **Introductory** Seminar in Teacher Leadership (3 credit hours)
- EDG 6223 Curriculum Theory, ~~and~~ Organization, **and Policy** (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- EDF 6259 Learning Theories Applied to ~~Classroom Instruction and Management~~ **Leadership in Teaching Practice** (3 credit hours)
- EDF 6233 **Action Research and** Analysis of Classroom ~~Teaching~~ **Practice** (3 credit hours)*
- EDF 6635 **Action Research and Inquiry in Teacher Leadership** ~~Teacher Leadership for Educational Equity and Social Justice~~ (3 credit hours)*

*Capstone Project and Teacher Work Sample (TWS) are completed during these courses at the end of the program.

Note: Students who took EDF 6635 Teacher Leadership for Educational Equity and Social Justice in the Urban Education Graduate Certificate program will need to take an additional elective approved by adviser and program coordinator.

Specialization—15 Credit Hours

Curriculum Leadership

Students take the following courses:

- ESE 6217 Curriculum Design (3 credit hours)
- ESE 6416 Curriculum Evaluation (3 credit hours)
- EDG 6224 Curriculum Policy Analysis (3 credit hours)

Choose two elective courses with adviser approval:

- EDF 6517 Perspectives on Education (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators or EME 6602 Integration of Technology into the Curriculum (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)
- EDS 6123 Educational Supervisory Practices I or EDS 6130 Educational Supervisory Practices II or EDA 6502 Administration of Instructional Programs (3 credit hours)
- IDS 6516 Leadership Development for Math and Science Teachers (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- Other electives as approved by adviser and program coordinator (up to 6 credit hours)

Gifted Education

- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EGI 6245 Program Planning and Methodology for Gifted/Talented Students (3 credit hours)
- EGI 6246 Education of Special Populations of Gifted Students (3 credit hours)
- SDS 6426 Guidance and Counseling of Gifted/Talented Individuals (3 credit hours)
- EGI 6305 Theory and Development of Creativity (3 credit hours)

Urban Education

Students take the following courses:

- EDF 6725 Critical Issues in Urban Education (3 credit hours)
- EDF 6936 Seminar in Improving Teaching and Learning in Urban Settings (3 credit hours)

- EDG 6636 Social Contexts of the Urban Classroom (3 credit hours)

Choose two elective courses with adviser approval:

- EEX 6342 Seminar, Critical Issues in Special Education (3 credit hours)
- EDF 6688 Public Policy and Urban Education (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EGI 6426 Education of Special Populations of Gifted Students (3 credit hours)
- SYD 5795 Class, Race, and Gender in American Society (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)

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.

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.
- Goal statement.
- 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.

Application Deadlines

Teacher Leadership MEd	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.



Course Action Request Form

☒ Course Addition ☒ Course Revision ☐ Course Deletion

Forward to your college office

Course Information NOTE: Course additions and course revisions must be accompanied by a course syllabus and rationale.
Note: Departments must also submit an electronic syllabus to the college curriculum person.

College: Engineering and Computer Science Department: Civil, Env. and Const.

Department Chair: Lakshmi Reddi Phone: 3-1374

Academic Affairs Approved Instructor: F. Necati Catbas

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Course Prefix	CES	5144	Matrix Structural Analysis	3 (3,0)
New or Proposed Revision				

30 Char. Abbreviation: _____

Course Description (25 word limit) (If course revision, underscore changes.):

Implementation of the matrix methods for structural analysis that are commonly and currently used in practice and in research, special modeling techniques, and use of software packages, introduction to finite element formulations and methods

Will lab fees be charged? ☐ Yes ☒ No

Repeat for credit? ☐ Yes ☒ No If yes, indicate the total times this course may be used in the degree program. _____

If course is repeatable, explain what will remain the same and what will change when the course is repeated.

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): CES 4100 or consent of the instructor Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☒ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: CES 4101

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will course be offered?

☐ Odd Fall ☐ Odd Spring ☐ Odd Summer ☐ Every Semester
☒ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☐ Required Courses ☒ Elective Courses

Justification for Course Addition or Course Revision

What is the rationale for adding/changing this course?

This course is one of the keystones of structural engineering curriculum in many universities. Students taking this course will have much better proficiency in solving large scale problems and will have better understanding of the formulation of the models in commercially available software. CES 5144 will also serve as an introduction to the Finite Element Analysis course (CES 6116) and will better prepare students for this more advanced course.

What majors require or recommend this course for graduation? MS, PhD

If not a major requirement, what will be the source of students? _____

What is the estimated annual enrollment? 15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

There is no other course offered for Matrix Structural Analysis in any other departments

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☒ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☒ No

If not, explain: Course Description (25 word limit) (If course revision, underscore changes.):

Notes:

Approval Signatures

Department Chair Lanward-Beck Date 11-3-10

College Academic Standards Charles H. Kelly Date 12/2/10

College Dean _____ Date _____

Graduate Council _____ Date _____

Graduate Dean _____ Date _____

CES 5144 – Matrix Methods for Structural Analysis (3 cr hrs)
Civil, Environmental and Construction Engineering Department

Instructor: Dr. F. Necati Çatbaş, P.E.

Office: ENG-II 211, Phone: 407-823-3743

e-mail: catbas@mail.ucf.edu, web: <http://www.cece.ucf.edu/people/catbas/>

(Students to use knights email as official campus email, and all official communication from UCF offices will be sent to this account. Go to <http://knightsemail.ucf.edu> for information)

Course Location and Times: ENG I - 384, Monday and Wednesday (4:30 PM - 5:45 PM)

Office Hours: Monday and Wednesday (1:30 PM - 4:00 PM) or by appointment.

Course Objective: This course aims to introduce the structural analysis methods that are commonly and currently used in practice and in research. Upon completion of the course, the students will be able to:

- 1) Enhance structural analysis understanding and knowledge
- 2) Understand the physical meaning of element and system matrix-based stiffness approaches
- 3) Develop skills in idealizing and modeling structures, then computing the member forces and deformations for determinate and indeterminate structures in 2D as well as in 3D
- 4) Gain knowledge of software tools for a (structural) engineer for computer based applications
- 5) Gain fundamental knowledge on finite element methods and analysis
- 6) Develop skills to interpret the solutions from hand calculations, self-written programs and commercial structural analysis software

Pre-requisites: Structural analysis, general knowledge of matrix algebra, mechanics of materials, working knowledge of structural analysis software, a math software or consent of the instructor.

Text-book: A. Kassimali, *Matrix Analysis of Structures*, Brooks/Cole Publishing Co., 1999.

Instructor's Course Notes and Hand-outs

Additional References:

- R.C. Hibbler, *Structural Analysis*, Prentice-Hall, Inc. 2009 (or previous editions).
- W. McGuire, R.H. Gallagher, R.D. Ziemian, *Matrix Structural Analysis*, John Wiley & Sons, 2000.
- Kassimali, *Structural Analysis*, Brooks/Cole Publishing Co., 1999.
- T.Y. Yang, *Finite Element Structural Analysis*, Prentice-Hall, Inc., 1986.
- *SAP2000 Manuals*, Computers and Structures Inc., (available at www.csiberkeley.com)
- *MATLAB*, MathWorks, www.mathworks.com

Grading Policy:

- Exam 1: 25% (October 11, 2010)
- Exam 2: 25% (November 17, 2010)
- Final Project: 35% (TBA)
- Homework: 15%

Grading Standards and Letter Grades: Homework problems, tests and projects are to be turned in for grading as announced by the instructor in a professional form commensurate with a senior/graduate level graduate course. All work, to be submitted in Engineer's paper must be done neatly and professionally (on the plain side of the paper only). MATLAB, MathCAD and Excel users may turn in printed work on white single sided 8"x11" papers. Any missed or late work will not be made up unless an emergency or unavoidable cause can be identified and approved by the instructor.

Letter grades (possibly with +/-) will be given based on final averages. Exact ranges will be determined based on the grade distributions at the end of the semester.

(Possible Ranges for Grading: A range >90 B range =80-89 C range =70-79 D=60-69 F<60)

Test, Homework and Project Submissions: No make up tests will be given. Missed or late exams, quizzes or homeworks will be excluded under exceptional circumstances (such as verifiable medical emergencies, accidents, legal obligations) and at the discretion of the instructor. Cell phones and Blackberries are to be turned off during the class time.

Homeworks to prepare graduate students for more advanced courses such as CES 6116-Finite Element Analysis will be assigned by the Professor. In addition, the Final Projects for graduate students will cover material commensurate with their level and knowledge.

Academic Integrity: Academic Dishonesty is a very serious offense and will result in a failing grade. Cheating, academic fraud and plagiarism are examples of academic dishonesty. UCF Golden Rules will be followed for academic integrity.

Course Highlights:

- Introduction and Overview of Structural Analysis
- Plane Trusses and Beams
- Plane Frames
- Member Releases and Secondary Effects
- 3D Framed Structures
- Modeling Errors and Accuracy
- Introduction to finite element formulations and methods for graduate students
- Commercial Structural Analysis Software (SAP2000, NASTRAN, or others)

CES 4101 – Matrix Methods for Structural Analysis (3 cr hrs)
Civil, Environmental and Construction Engineering Department

Instructor: Dr. F. Necati Çatbaş, P.E.

Office: ENG-II 211, Phone: 407-823-3743

e-mail: catbas@mail.ucf.edu, web: <http://www.cece.ucf.edu/people/catbas/>

(Students to use knights email as official campus email, and all official communication from UCF offices will be sent to this account. Go to <http://knightsemail.ucf.edu> for information)

Course Location and Times: ENG I - 384, Monday and Wednesday (4:30 PM - 5:45 PM)

Office Hours: Monday and Wednesday (1:30 PM - 4:00 PM) or by appointment.

Course Objective: This course aims to introduce the structural analysis methods that are commonly and currently used in practice and in research. Upon completion of the course, the students will be able to:

- 1) Enhance structural analysis understanding and knowledge
- 2) Understand the physical meaning of element and system matrix-based stiffness approaches
- 3) Develop skills in idealizing and modeling structures, then computing the member forces and deformations for determinate and indeterminate structures in 2D as well as in 3D
- 4) Gain knowledge of software tools for a (structural) engineer for computer based applications
- 5) Develop skills to interpret the solutions from hand calculations, self-written programs and commercial structural analysis software

Pre-requisites: Structural analysis, general knowledge of matrix algebra, mechanics of materials, working knowledge of structural analysis software, a math software or consent of the instructor.

Text-book: A. Kassimali, *Matrix Analysis of Structures*, Brooks/Cole Publishing Co., 1999.
Instructor's Course Notes and Hand-outs

Additional References:

- R.C. Hibbler, *Structural Analysis*, Prentice-Hall, Inc. 2009 (or previous editions).
- W. McGuire, R.H. Gallagher, R.D. Ziemian, *Matrix Structural Analysis*, John Wiley & Sons, 2000.
- Kassimali, *Structural Analysis*, Brooks/Cole Publishing Co., 1999.
- T.Y. Yang, *Finite Element Structural Analysis*, Prentice-Hall, Inc., 1986.
- *SAP2000 Manuals*, Computers and Structures Inc., (available at www.csiberkeley.com)
- *MATLAB*, MathWorks, www.mathworks.com

Grading Policy:

- Exam 1: 25% (October 11, 2010)
- Exam 2: 25% (November 17, 2010)
- Final Exam: 35% (TBA)
- Homework: 15%

Grading Standards and Letter Grades: Homework problems, tests and projects are to be turned in for grading as announced by the instructor in a professional form commensurate with a senior/graduate level graduate course. All work, to be submitted in Engineer's paper must be done neatly and professionally (on the plain side of the paper only). MATLAB, MathCAD and Excel users may turn in printed work on white single sided 8"x11" papers. Any missed or late work will not be made up unless an emergency or unavoidable cause can be identified and approved by the instructor.

Letter grades (possibly with +/-) will be given based on final averages. Exact ranges will be determined based on the grade distributions at the end of the semester.

(Possible Ranges for Grading: A range >90 B range =80-89 C range =70-79 D=60-69 F<60)

Test, Homework and Project Submissions: No make up tests will be given. Missed or late exams, quizzes or homeworks will be excluded under exceptional circumstances (such as verifiable medical emergencies, accidents, legal obligations) and at the discretion of the instructor. Cell phones and Blackberries are to be turned off during the class time.

Academic Integrity: Academic Dishonesty is a very serious offense and will result in a failing grade. Cheating, academic fraud and plagiarism are examples of academic dishonesty. UCF Golden Rules will be followed for academic integrity.

Course Highlights:

- Introduction and Overview of Structural Analysis
- Plane Trusses and Beams
- Plane Frames
- Member Releases and Secondary Effects
- 3D Framed Structures
- Modeling Errors and Accuracy
- Commercial Structural Analysis Software (SAP2000, NASTRAN, or others)



Split

Course Action Request Form

☒ Course Addition ☐ Course Revision ☐ Course Deletion

Forward to your college office

Course Information NOTE: Course additions and course revisions must be accompanied by a course syllabus and rationale.
Note: Departments must also submit an electronic syllabus to the college curriculum person.

College: Science

Department: Physics

Department Chair: Dr. Talat Rahman

Phone: 407 823 2325

Academic Affairs Approved Instructor: Humberto Campins

Advanced Asteroids, Comets, and Meteorites				Credit Hours Ex: 3(3,0)
Course Prefix	PHY	5XXX	Advanced Asteroids	3, (3,0)
New or Proposed Revision				

30 Char. Abbreviation: Adv. Asteroids Comets & Meteor.

Course Description (25 word limit) (If course revision, underscore changes.):

An advanced study of physical, chemical, mineralogical and orbital characteristics of Asteroids, Comets and Meteorites, with an emphasis on the origin of our solar system.

Will lab fees be charged? ☐ Yes ☒ No

Repeat for credit? ☐ Yes ☒ No If yes, indicate the total times this course may be used in the degree program. _____

If course is repeatable, explain what will remain the same and what will change when the course is repeated.

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): Graduate Standing or C.I.

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☒ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: AST 4142

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will course be offered?

☐ Odd Fall ☒ Odd Spring ☐ Odd Summer ☐ Every Semester

☐ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☐ Required Courses ☒ Elective Courses

Justification for Course Addition or Course Revision

What is the rationale for adding/changing this course?

It is an important elective in the new Planetary Sciences track in the Physics Ph.D. program.

What majors require or recommend this course for graduation? Planetary Sciences track in Physics Ph.D. program

If not a major requirement, what will be the source of students? _____

What is the estimated annual enrollment? 6 to 10

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

No duplications or conflicts.

Justification for Course Deletion

Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☒ No

If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☐ No

If not, explain: Course Description (25 word limit) (If course revision, underscore changes.):

Notes:

Approval Signatures

Department Chair _____

Date 11/8/10

College Academic Standards _____

Date _____

College Dean _____

Date _____

Graduate Council _____

Date _____

Graduate Dean _____

Date _____

Physics 5937 Spring 2011
Asteroids, Comets and Meteorites
Physics Department
University of Central Florida

Instructor: Dr. Humberto Campins
Office: Math and Physics Building, 302
Contact: Telephone, 407.823.0251; email, campins@physics.ucf.edu
Office Hours:

Course Rationale. Asteroids, comets and meteorites are the smallest and least altered members of our solar system. These objects are essentially the building blocks for terrestrial (asteroids and meteorites) and giant planets (comets). A solid foundation in this subject is very important for our graduate students in the Planetary Sciences track in the Physics Ph.D. program. Although this is not officially a core course in the Planetary Science track, it is strongly encouraged for all our graduate students. As in other multidisciplinary fields our graduate students will have diverse undergraduate backgrounds, it is vital that they all understand the components and processes that yield planets in this and other planetary systems. The existing undergraduate course (AST 4142) has been successfully taught in the same classroom with graduate students (who had to enroll in the limited option of graduate independent study: PHY 5907), but this limits the availability of graduate students to fulfill the required 27 hours of graduate courses. The lectures will present the basic information relevant for both the senior undergraduate and graduate students; the exams, homework assignments, presentations and term paper will require a higher level of work from the graduate students. Undergraduates will not be required to do the presentations or to write the term paper.

Course description: An advanced study of asteroids, comets and meteorites. The physical, chemical, mineralogical and orbital characteristics of these objects will be described in class. The implications of these characteristics on the origin and evolution of our solar system will be discussed, with an emphasis on their role in the origin of Earth's water.

Textbook: No textbook will be required. However, three books are recommended: 1. *Asteroids III* (Bottke et al. editors, University of Arizona Press) 2. *Meteorites and the Early Solar System* (Kerridge and Matthews editors, University of Arizona Press). Comets II (Festou et. al. editors, University of Arizona Press). An electronic version of all the chapters in *Asteroids III* (and relevant chapters of *Comets II*) will be made available and hard copies of *Meteorites and the Early Solar System* and *Comets II*, will be on reserve.

Weekly Assignments: Review papers or other journal publications will be assigned every week. Each graduate student will be assigned once during the semester to give a 20 minute presentation on the assigned material for that week. The grade for this in-class presentation will count as much as an exam. Each graduate student must also meet with the instructor weekly outside of regular class periods to discuss the topics covered in the extra reading.

Attendance is required and in-class participation will be part of the grade.

Term Paper: A in depth discussion of one of the topics is required as a term paper. This paper must be at least 10, but no more than 12 double-spaced pages (12 font) excluding figures and references. The topic must be chosen before March 10 and the due date is April 15.

Examinations: There will be four exams, three in-class exams and a final exam. **An unexcused missed exam counts as score of zero, and only your instructor can excuse you from taking a test.**

Grades: The course grade will be the average of the exams, term paper, and the weekly assignments, each will count equally (17%) and the lowest grade will be dropped. Class participation will be extra credit, i.e., it can help you but it will not hurt your grade. **Grades will be independent of the curve.**

A	93% or higher
A-	90%
B+	85%
B	83%
B-	80%
C+	75%
C	73%
C-	70%
D+	65%
D	63%
D-	60%
F	below 60%

Physics Department Missed Work Policy: It is Physics Department policy that making up missed work will only be permitted for University-sanctioned activities and bona fide medical or family reasons. **Authentic documentation must be provided in every case (in advance for University-sanctioned activities).** At the discretion of the instructor, the make-up may take any reasonable and appropriate form including, but not limited to, the following: a replacement exam, replacing the missed work with the same score as a later exam, allowing a 'dropped' exam, replacing the missed work the homework or quiz average.

Topics:

I. Introduction

Nature, interrelations, origin and evolution of small solar system bodies.

II. Meteorites

A. Types: Irons, Stony-Irons and Stones

B. Asteroids and meteorites

- C. Meteorites from Mars and the Moon
- D. Primitive meteorites and the early solar system
- E. Processed meteorites and the formation of the terrestrial planets

II. Asteroids

- A. Orbits and orbital evolution
- B. Asteroid types and surface composition
- C. Origin and evolution
- D. Asteroid-asteroid collisions and the origin of meteorites
- E. Near-Earth asteroids, hazards to Earth and resources

IV. Comets

- A. Orbits and orbital evolution
- B. Sources of comets: Oort Cloud and Kuiper Belt
- C. Chemical composition of comets
- D. Physical characteristics of cometary nuclei, comae and tails
- E. Comet-asteroid transition objects (Extinct or dormant comets, "activated asteroids")
- F. Comets and the origin of Earth's water

Astronomy 4142, Fall 2009
Asteroids, Comets and Meteorites
T & R 12:00-13:15 MAP 306
Physics Department
University of Central Florida

Instructor: Dr. Humberto Campins
Office: Math and Physics Building, 302
Contact: Telephone, 407.823.0251; email, campins@physics.ucf.edu
Office Hours: 2:30-3:30 PM T & R and by appointment
Course Web Page: <http://physics.ucf.edu/~campins/ast4142/>

Course description: A study of the smallest members of our solar system: asteroids, comets and meteorites. We will describe the physical, chemical and mineralogical characteristics of these objects. The implications of these characteristics on the origin and evolution of our solar system will be discussed, with an emphasis on their role in the origin of Earth's water.

Textbook: No textbook will be required. However, three books are recommended: 1. *Asteroids III* (Bottke et al. editors, University of Arizona Press) 2. *Meteorites and the Early Solar System* (Kerridge and Matthews editors, University of Arizona Press). Comets II (Festou et. al. editors, University of Arizona Press). An electronic version of all the chapters in *Asteroids III* (and relevant chapters of *Comets II*) will be made available and a hard copies of *Meteorites and the Early Solar System* and *Comets III*, will be on reserve.

Weekly Assignments: Chapters from the books and review papers will be assigned every week.

Attendance is required and in-class participation will be part of the grade.

Examinations: There will be four exams, three in-class exams and a final exam. The in-class exams will be on Thursdays September 17, October 22 and Nov. 19. The final exam will be cumulative and on Thurs. December 10 at 10AM. **An unexcused missed exam counts as score of zero, and only your instructor can excuse you from taking a test.**

Grades: The course grade will be the average of the exams, each will count equally (25%) and the lowest grade will be dropped. Class participation will be extra credit, i.e., it can help you but it will not hurt your grade.

Grades will be independent of the curve.

A	93% or higher
A-	90%
B+	85%
B	83%
B-	80%
C+	75%
C	73%
C-	70%
D+	65%
D	63%
D-	60%
F	below 60%

Physics Department Missed Work Policy: It is Physics Department policy that making up missed work will only be permitted for University-sanctioned activities and bona fide medical or family reasons. **Authentic documentation must be provided in every case (in advance for University-sanctioned activities).** At the discretion of the instructor, the make-up may take any reasonable and appropriate form including, but not limited to, the following: a replacement exam, replacing the missed work with the same score as a later exam, allowing a 'dropped' exam, replacing the missed work the homework or quiz average.

Topics:

I. Introduction

Nature, interrelations, origin and evolution of small solar system bodies.

II. Meteorites

A. Types: Irons, Stony-Irons and Stones

B. Asteroids and meteorites

C. Meteorites from Mars and the Moon

D. Primitive meteorites and the early solar system

E. Processed meteorites and the formation of the terrestrial planets

II. Asteroids

A. Orbits and orbital evolution

B. Asteroid types and surface composition

C. Origin and evolution

D. Asteroid-asteroid collisions and the origin of

IV. Comets

- A. Orbits and orbital evolution
- B. Sources of comets: Oort Cloud and Kuiper Belt
- C. Chemical composition of comets
- D. Physical characteristics of cometary nuclei, comae and tails
- E. Comet-asteroid transition objects (Extinct or dormant comets, "activated asteroids")
- F. Comets and the origin of Earth's water

Graduate Council Curriculum Committee **Course Agenda for 01-19-2011**

College of Sciences Special Topics

AST 5937 Sect 01 COS-Physics 3(3,0) [SPLIT CLASS](#)

ST:Advanced Asteroids, Comets, and Meteorites: PR: Graduate standing or C.I. An advanced study of physical, chemical, mineralogical and orbital characteristics of Asteroids, Comets and Meteorites, with an emphasis on the origin of our solar system. *Odd Spring.*

30 character abbreviation: **ST:Adv Asteroids Comets & Mete**

AGENDA NOTES: Course Addition also being proposed.

Health & Public Affairs Special Topics

[Tabled. Check with Statistics for conflict of interest. Update: Statistics has indicated that there is a conflict of interest.](#)

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.

[Tabled. Wait for review of new program.](#)

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.

[Tabled. Wait for review of new program.](#)

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.

[Tabled. Wait for review of new program.](#)

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 Business Adm Course Action Additions

MAN 6XXX BA-Management 1.5(1.5,0)

Business Ethics and Social Responsibility: PR: Admission to approved CBA graduate program, C.I. A broad understanding of decision making within the context of ethical, social responsibility, and diversity issues in business. *Occasional*.

30 character abbreviation: **Bus Ethics & Social Responsib**

MAN 6XXX BA-Management 1.5(1.5,0)

Executive Leadership: PR: Admission to approved CBA graduate program, C.I. Review of organizational leadership theory and practice. Special attention given to contemporary issues such as transactional and transformational leadership, diversity, and social responsibility. *Occasional*.

30 character abbreviation: **Executive Leadership**

College of Arts & Humanities Course Action Additions

ENC 6XXX CAH-Writing & Rhetoric 3(3,0)

Research Methods in Rhetoric and Composition: PR: Graduate standing or C.I. Study and practice in research methods of Rhetoric and Composition Studies, with emphasis on textual and qualitative approaches. *Spring*.

30 character abbreviation: **Methods in Rhet & Comp**

ENC 6XXX CAH-Writing & Rhetoric 3(3,0)

Topics in Rhetoric and Composition: PR: Graduate standing or C.I. In-depth exploration of important historical, theoretical, and/or pedagogical topics in Rhetoric and Composition Studies. May be used in the degree program a maximum of 2 times. *Occasional*.

30 character abbreviation: **Topics in Rhet & Comp**

College of Sciences Course Action Additions

AST 5XXX COS-Physics 3(3,0) **SPLIT CLASS**

Advanced Asteroids, Comets, and Meteorites: PR: Graduate standing or C.I. An advanced study of physical, chemical, mineralogical and orbital characteristics of Asteroids, Comets and Meteorites, with an emphasis on the origin of our solar system. *Odd Spring*.

30 character abbreviation: **Adv Asteroids Comets & Meteor**

AGENDA NOTES: Special Topic also being proposed.

INR 6XXX COS-Political Science 3(3,0)

Political Behavior in International Conflict: PR: Admission to degree-seeking program or C.I. Analysis of the ways in which cognitive and emotional theories of human behavior have been used to explain conflict between nation-state and other non-state actors. *Occasional*.
30 character abbreviation: **Pol Behav Intern Conflict**

Health & Public Affairs Course Action Additions

Tabled. Check with Statistics for conflict of interest. Update: Statistics has indicated that there is a conflict of interest.

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.

Tabled. Awaiting review of new program.

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**

Tabled. Awaiting review of new program.

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.

Tabled. Awaiting review of new program.

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**

Tabled. Awaiting review of new program.

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**

Tabled. Awaiting review of new program.

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**

Tabled. Awaiting review of new program.

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**

Tabled. Awaiting review of new program.

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.

Tabled. Awaiting review of new program.

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 Business Adm Course Action Deletions

ISM 5021 BA-Management Inform. System 3(3,0)

Introduction to Management Information Systems: PR: Acceptance into the graduate program. Designed to provide the student with the fundamentals of business data processing and management information systems used by organizations in a modern society. *Occasional.*

ISM 5123 BA-Management Inform. System 3(3,0)

Concepts of Systems Analysis and Design: PR: Graduate standing. Using a traditional life-cycle approach, the course introduces practical tools and techniques for organizational analysis and the subsequent design of an information system. *Occasional.*

ISM 5127 BA-Management Inform. System 3(3,0)

Concepts of Database Design and Administration: PR: Graduate standing. Introduces concepts and methods related to the effective utilization of data by organizations. *Occasional*.

ISM 5219 BA-Management Inform. System 3(3,0)

Business Intelligence Systems: PR: Graduate standing. Modern paradigms in data analysis. The detection of useful patterns and relationships in databases. *Occasional*.

ISM 5256 **BA-Management Inform. System 3(3,0)**

Concepts of Business Programming: PR: Senior or admission to graduate study. Principles of programming including program design, fundamental programming constructs, and database access. *Occasional.*

ISM 5315 BA-Management Inform. System 3(3,0)

Information Systems Project Management: PR: Graduate standing. This course introduces students to the concept of project management including project scope, cost, time and quality. *Occasional*.

ISM 5507 BA-Management Inform. System 3(3,0)

Electronic Agorae: PR: Admission to graduate study. Broad exploration of internet tools as vehicles for communication, interaction, decision-making, and community formation. *Occasional*.

College of Nursing Course Action Deletions

Tabled. Check to see if Nursing wants to keep this for Ethics course. Update: Nursing would like to delete this course as they have another Ethics course entitled “Professional Ethics and Rational Decision Making in Medicine and Advanced Nursing” that they will be using instead.

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*.

College of Arts & Humanities Course Action Revisions

ENC 5337	Modern Rhetorical Theory Rhetorical Theory	3(3,0)
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PR: Graduate status or senior standing or C.I.

With special attention to the rhetor-audience relationship, the course studies history and practice of modern rhetorical theory.

Overview of theory and history of classical and modern rhetorical theory and rhetorical instruction.

30 character abbreviation: **Rhetorical Theory**

ENC-5216 Editing Professional Writing 3(3,0)

ENC 6XXX

PR: Graduate standing or senior standing or C.I.

~~The study of major issues in editing, including levels of edit, grammar and mechanics, visuals, style, and the impact of technology.~~

The study of major issues in editing, includes theory and scholarship of professional editing.

ENC 5245 Teaching Professional Writing 3(3,0)

ENC 6XXX

PR: Graduate standing or senior standing or C.I.

~~Prepares students to determine writing needs of professional discourse communities, analyze those needs, and design in-house or freelance writing programs to address those needs.~~

Theory and practice of teaching professional writing in college and the workplace. Includes historical and contemporary approaches.

Engineering & Computer Science Course Action Revisions

CES 5144 Matrix Methods for Structural Analysis 3(3,0) SPLIT CLASS

PR: CES 4100C or C.I.

Implementation of the matrix methods for structural analysis that are commonly and currently used in practice and in research, special topics such as finite element formulations, special analysis procedures, and use of software packages.

College of Education Course Action Revisions

EDF 6233 ~~Analysis of Classroom Teaching~~ 3(3,0)

Introduction to Action Research and Analysis of Classroom Practice

PR: EDF 6481 or C.I. 6481, EDG 6935, EDG 6223.

~~Analyses of effective teaching practices and their effect on classroom instruction and learning.~~

Analyses of teaching and curriculum practices to inform design of data-driven assessment that provides evidence of student learning and progress.

30 character abbreviation: **Intro to Action Research Analy**

EDF 6259 ~~Learning Theories Applied to Classroom Instruction and Management~~ 3(3,0)

Learning Theories Applied to Leadership in Teaching Practice

PR: Graduate standing, standing or C.I.

~~Study of strategies of classroom management that result in optimum learning and a minimum of behavior problems.~~

Examination and application of theories of learning, leadership, and best practice in teaching that result in evidence of student progress.

30 character abbreviation: **Learn Theories & Leadership**

EDF 6635 ~~Teacher Leadership for Educational Equity and Social Justice~~ 3(3,0)

Action Research and Inquiry in Teacher Leadership

PR: Graduate standing, PR: EDG 6935, EDG 6223, and EDF 6233.

~~Analyzes interrelationship of identity differences with educational and social policy, contexts, and practice, with attention to Florida schools' equity data.~~

Completion of the final phase of the Teacher Leadership Work Sample including curriculum, data-driven instruction, and assessment design, and analysis of evidence of student learning and progress.

30 character abbreviation: **Action Research in Leadership**

EDG 6223 ~~Curriculum Theory and Organization~~ 3(3,0)

Curriculum Theory, Organization, and Policy

PR: Graduate standing or C.I.

An exploration and examination of ~~the foundations,~~ foundations and leadership decision-making in curriculum design, development, and organization of curriculum in K-plus settings and professionals' roles in curriculum decision-making, organization, and policy.

30 character abbreviation: **Curriculum Theory & Pol**

EDG 6935 ~~Seminar in Teacher Leadership~~ 3(3,0)

Introductory Seminar in Teacher Leadership

PR: Graduate ~~standing,~~ standing and admitted to Teacher Leadership MED.

~~Develops knowledge and skills to~~ Examine current leadership trends in educational contexts and critically analyze educational contexts and to advance student achievement through the role of collaborative leadership in continuous school improvement.

30 character abbreviation: **Intro to Teacher Leadership**

IDS 6937 ~~Reflecting on Instruction of Mathematics and Science~~ 3(3,0)

Teaching Mathematics and Science Using Reform-based Practices

PR: Graduate standing and valid Florida Teaching Certificate or C.I.

Focuses on the work of Dewey and Piaget as it applies to mathematics and science teaching. Emphasizes integrating math and science teaching.

30 character abbreviation: **Tch Math/Sci Using Reform Prac**

SCE 5836 ~~Space Science for Educators~~ 3(3,0)

Space and Physical Science for Educators

PR: Senior standing or C.I.

Introduction to space and physical science, manned space flight, and space education curriculum.

30 character abbreviation: **Space/Physical Sci for Educ**

Health & Public Affairs Course Action Revisions

Tabled. How many times can the student repeat this course in their POS? Have not heard back.

Update: course should not be repeatable.

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.