

Graduate Council Curriculum Committee

December 14, 2011, 9:00 a.m., MH 243 (revised)

Agenda

1. Welcome and call to order
2. Review of minutes from last meeting
3. Revisions to the PhD in Clinical Psychology, COS
4. Revisions to the Criminal Justice graduate certificates, COHPA
 - Crime Analysis
 - Juvenile Justice Leadership
5. Revisions to the Doctorate in Physical Therapy, COHPA
6. Revisions to the MA in Communication Sciences and Disorders, COHPA
7. Revisions to the MA in Comm Sci & Disorders, Accel. track, COHPA
8. Revisions to the Professional Writing graduate certificate, CAH
9. Revisions to the MFA in Film – Entrepreneurial Digital Cinema track, CAH
10. Revisions to the MA in English, Rhetoric and Composition track, CAH
11. Revisions to the MS in Physics and track, COS
12. Courses and special topics
 - Split class in CAH
13. Adjournment

Members of the Graduate Council Curriculum Committee:

Tosha Dupras, COS
Cristina Fernandez-Valle, COM
Charles Kelliher, CBA
Kerry Purmensky, CAH
Art Weeks, CECS
Youngsoo Choi, RCHM
Naim Kapucu, COHPA
Joyce Nutta, CED
Terrie Sypolt, LIB
Julee Waldrop, CON
Boris Zeldovich, COP
Jay Jay Stroup, GSA
Patricia Bishop, EX Officio
Max Poole, CGS Liaison



Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: College of Sciences/Doctoral Program in Clinical Psychology

Proposed Effective Term/Year: 2012-2013

Unit(s) Housing Program: Department of Psychology

Name of program, track and/or certificate: Doctoral Program in Clinical Psychology

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The Clinical Psychology track in the Psychology PhD program emphasizes the ability of psychologists to design, conduct, and apply clinical research in administration, treatment, teaching, and supervision. The program is patterned on the scientist-practitioner model of the American Psychological Association (APA). The doctoral program in Clinical Psychology is also fully accredited by the American Psychological Association.

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?)

December 1st

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

No change

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

Deborah C. Beidel, Ph.D., ABPP Room 357 Psychology Building

deborah.beidel@ucf.edu 3-3254

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>Jeff E. Coe</u>	Date: <u>11/18/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>Teresa R</u>	Date: <u>11/18/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>Mark H</u>	Date: <u>11/18/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC:	Date:
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies:	Date:

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

We are requesting several course changes to decrease the number of required program credits. The changes will decrease the number of required credits from the current 93 to the proposed 84 (a decrease of 9 total credits).

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)

Eliminate required 6 credits of electives
Eliminate Proseminar in Professional Psychology CLP 7378 (3 credits)
Add Supervision Practicum CLP 7XXX (1 credit)
Change CLP 7145 Intro. to Clinical Psychology and Psychotherapy from 3 credits to 2 credits

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

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

Provide the name of the current program, track, or certificate:
Clinical Psychology Track

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 change in the faculty.

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

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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.

N/A

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.

N/A

	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?)

N/A

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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)



Psychology Department

Memorandum

To: College of Sciences Graduate Curriculum Committee
From: Deborah C. Beidel, Ph.D., ABPP
Re: Proposed Curriculum Change
Date: November 9, 2011

We are requesting a revision of the curriculum for the doctoral program in clinical psychology in light of the feedback from the recently completed 7 year external review that is mandated by the state of Florida. One of the issues raised by the reviewer was that the number of courses required by our doctoral program exceeded that of most comparable graduate programs in the United States.

In light of this feedback, the graduate program in clinical psychology reviewed its course requirements and is requesting the following program changes:

1. Eliminate the required 6 credits of electives. We believe that we can provide the breadth and depth of education provided by these electives through ongoing experiential activities available throughout our clinical research programs. Students are invited to, and often do, cross laboratories to gain didactic and practical experience in the laboratory of someone other than their mentor. The faculty plan to further encourage this type of cross-fertilization, which will provide a richer training experience, and one more consistent with our training model – which requires the integration of science and practice.
2. Remove Proseminar in Professional Psychology CLP 7378 (3 credits). Much of the material in this course will be taught in the new Supervision Practicum (see below). The rest of the material will be covered in the revised Introduction to Clinical Psychology and Psychotherapy.
3. Add a Practicum Supervision class (1 credit). Syllabus is attached. This course fulfills the requirement of our accrediting body, the American Psychological Association.
4. Revise the Course Introduction to Clinical Psychology and Psychotherapy CLP 7145 from 3 credits, one semester to 1 credit (taken twice) for a total of two semesters. This will allow us to

P.O. Box 161390 . Orlando, FL 32816-1390 . 407-823-2216 . FAX 407-823-5862

retain all of the necessary material but spread the course demands across two semesters. It will also allow up to integrate an experiential clinical component with this didactic training.

Clinical Psychology PhD

College : Sciences

Degree :PHD

Department : Psychology

Option : Dissertation

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

PROGRAM DESCRIPTION

The Clinical Psychology track in the Psychology PhD program emphasizes the ability of psychologists to design, conduct, and apply clinical research in administration, treatment, teaching, and supervision. The program ~~is patterned on~~ represents the scientist-practitioner model of the American Psychological Association (APA). The doctoral program in Clinical Psychology is also fully accredited by the American Psychological Association.

The advent of managed care has resulted in significant changes in the mental health care delivery system and the role of clinical psychologists in that system. Psychologists are utilized less for the direct delivery of psychological services and increasingly for performing professional duties such as administration, development of programmatic treatments, program evaluation, supervision, and research. Thus, there is a need for training to reflect the professional roles of the clinical psychologist in the twenty-first century. The Clinical Psychology doctorate is designed to respond to these changing roles.

Consistent with the mission of a major metropolitan university, the Clinical Psychology program at UCF takes advantage of, and builds upon, a multitude of community partnerships. One specific example of programmatic efforts to develop partnerships with community agencies is our extensive partnership with public and private health service delivery resources in the central Florida area who participate as externship training sites.

CURRICULUM

The Clinical Psychology track in the Psychology PhD program is designed to be a full-time program, with some summer enrollment expected. There are a total of ~~93~~ ⁹⁴ semester hours of courses, practica, and research requirements. In addition to the ~~93~~ ⁹⁴ semester hours, students engage in a variety of clinical training experiences that occur in health and mental health facilities throughout greater Orlando. Courses are presented in sequential fashion and students entering with a baccalaureate degree must earn a master's degree in route to the PhD. Students who enter with a master's degree must complete at least ~~63~~ ⁶⁴ semester hours at UCF. A dissertation that represents a significant scientific contribution to the discipline is required. Successful completion of the Qualifying and Comprehensive Examination is required to be admitted into candidacy and prior to initiation of dissertation research.

54

Total Credit Hours Required:

~~93-84~~ Credit Hours Minimum beyond the Bachelor's Degree

~~63-54~~ Credit Hours Minimum beyond the Master's Degree

Required Courses—~~72-69~~ Credit Hours

Psychology Foundation Courses—12 Credit Hours

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

Research Courses—18 Credit Hours

- PSY 7217C Advanced Research Methodology I (4 credit hours)
- PSY 7218C Advanced Research Methodology II (4 credit hours)
- PSY 7219C Advanced Research Methods III (4 credit hours)
- PSY 6971 Thesis (6 credit hours)

Clinical Courses—36 Credit Hours

- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- CLP 7446C Child Psychological Assessment (3 credit hours)
- CLP 7447C Adult Psychological Assessment (3 credit hours)
- CLP 7145 Introduction to Clinical Psychology and Psychotherapy (~~3-2~~ credit hours: Take twice at 1 credit hour each time)
- CLP 7125 Adult Psychopathology (3 credit hours)
- CLP 7136 Child Psychopathology (3 credit hours)
- CLP 7623 Ethical and Professional Issues in Clinical Psychology (3 credit hours)
- CLP 7494 Adult Empirically Supported Treatments (3 credit hours) or CLP 7474 Child Empirically Supported Treatments (3 credit hours)
- CLP 7943C Clinical Practicum (taken 2 times at 3 hours; 6 credit hours)
- CLP 6949 Pre-doctoral Internship (taken 3 times at 2 credit hours; 6 credit hours)
- CLP 7XXX Supervision Practicum (1 credit hour)

Professional Development—~~6-3~~ Credit Hours

- EXP 6939 Teaching Seminar (3 credit hours)
- ~~CLP 7378 Proseminar in Professional Psychology (3 credit hours)~~

~~Elective Courses—6 Credit Hours~~

Choose from:

- ~~CLP 6459C Human Sexuality, Marriage and Sex Therapies (3 credit hours)~~
- ~~CLP 6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)~~
- ~~CLP 6457C Group Psychotherapy (3 credit hours)~~
- ~~PSY 5937 Special Topics: Eating Disorders Seminar (3 credit hours)~~
- ~~CLP 7429 Clinical Neuropsychological Assessment (3 credit hours)~~
- ~~Students may choose one of the courses below if it was not already used to satisfy Clinical Courses curriculum requirement:~~
 - ~~CLP 7494 Adult Empirically Supported Treatments (3 credit hours)~~
 - ~~CLP 7474 Child Empirically Supported Treatment (3 credit hours)~~

Dissertation—15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

Quality/Comprehensive Doctoral Examinations

Domain A: Research (required)

- Theoretical or Review Article, or
- Empirical Article

Domain B: Government Proposals/Policy

- Grant Proposal, or
- Mental Health Policy/Administration

Domain C: Teaching

- Undergraduate Instructor Experience, or
- Professional Presentation Experience

Domain D: Clinical Practice/Consultation

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

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

Requirements, Rationale, and Objectives—Successful completion of qualifying and comprehensive examination requirements reflects the program's desire to ensure overall breadth of training in the field of Clinical Psychology that is complemented by individually tailored professional training experiences and competencies consistent with a student's professional career goals. The four professional domains outlined above are consistent with this intent. All students are required to complete the Research domain owing to the importance and centrality of research competency to the PhD degree in Clinical Psychology. Two of the other three professional competency domains must be fulfilled to complete qualifying/comprehensive examination requirements. Students are free to select any two of the three domains (Teaching, Government Proposals/Policy, Clinical Practice/Consultation) and are expected to discuss possible selections with their major professor/faculty adviser prior to formalizing their choices. Choice of domain is expected to reflect individual professional training goals and the desire for additional knowledge and expertise in a selected area. All competency domains contain two options, and students are free to select either option (see options "a" and "b" under each domain in above matrix) in consultation with their faculty adviser.

Admission to Candidacy

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of most course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the written dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

The American Psychological Association requires that students be evaluated at least annually, and provide written feedback to students. Because clinical psychology involves the provision of mental health services to the public, special care must be taken to ensure that students possess the requisite interpersonal sensitivity and skill. As a result, evaluation procedures within this track will focus not only on academic performance but also on: clinical proficiency; ethical and professional conduct; response to supervision; interpersonal behavior; and intrapersonal functioning. The Clinical Psychology Committee reserves the right to drop from the program students who continue to exhibit serious difficulties in these behavioral domains and do not respond to feedback and efforts at remediation.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: College of Health and Public Affairs

Proposed Effective Term/Year: Summer 2012

Unit(s) Housing Program: Department of Criminal Justice

Name of program, track and/or certificate: Crime Analysis Graduate Certificate

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The Graduate Certificate in Crime Analysis provides information for data-driven management, investigative support and general crime analysis.

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

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

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

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

Dr. Ross Wolf

Ross.Wolf@ucf.edu 407-823-5351 PO Box 161600

http://www.cohpa.ucf.edu/crim.jus/

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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.

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>[Signature]</u>	Date: <u>9/29/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>10/20/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>[Signature]</u>	Date: <u>10/20/11</u>
<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 Executive Vice President: _____ 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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

This track will be changed from a 9 credit certificate to a 12 hours certificate to match the other 3 CJ graduate certificates. Additional electives added were selected because of the recognized need to provide students with an additional understanding of theory, investigations, and ethics related to crime analysis.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)

A list of three courses will be added as electives and students must choose one in addition to the three required courses.
The courses will be:
-CCJ 5015 Nature of Crime
-CCJ 6074 Investigative and Intelligence Analysis: Theory and Methods
-CCJ 6431 Leadership and Ethics in Criminal Justice

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

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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.)

Current graduate faculty teach the required three core courses in this program, the other new electives are added from existing courses taught 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?

Current Crime Analysis students will have the 9 credit hours requirement. Student admitted as of Summer 2012 will be required to add one elective from the given list for a total of 12 credit hours.

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

The Criminal Justice graduate committee has approved changes to the certificate as the courses will not be newly added. They are current courses offered on a regular basis.

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

Students interested in the field of Crime Analysis are likely to enroll.

	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?)

This certificate is highly regarded in the analysis and law enforcement community. The students will be hired as crime analysis in many different law enforcement and private criminal justice agencies.

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.

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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)
- ☐ E-mails showing consultation with other units. (if applicable)

PROGRAM DESCRIPTION

The Graduate Certificate in Crime Analysis provides information for data-driven management, investigative support and general crime analysis. The certificate addresses the needs of traditional criminal justice graduate students and nontraditional criminal justice practitioners. Theoretical aspects of crime pattern analysis are combined with practical applications to understand the development of data-driven crime prevention strategies. Crime pattern recognition and examination are emphasized.

Students learn to synthesize theory and application in order to produce the knowledge base necessary to fully utilize available technologies to develop and perform complex crime analysis and mapping; perform advanced spatial analyses of crime; and understand the essentials of creating customized crime analysis and mapping applications that are agency-specific.

CURRICULUM

The Crime Analysis Graduate Certificate consists of three required courses [and one elective](#). Each of the [required](#) courses are offered live in a computer lab on UCF's main campus.

Total Credit Hours Required:

[12](#) ~~9~~ Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—9 Credit Hours

This certificate may only be started in the Fall semester, with the courses taken in the order listed below:

- CCJ 5073 Data Management Systems for Crime Analysis – Fall semester (3 credit hours)
- CCJ 6079 Crime Mapping and Analysis in Criminal Justice – Spring semester (3 credit hours)
- CCJ 6077 Advanced Crime Mapping and Analysis in Criminal Justice – Summer semester (3 credit hours)

[Elective Courses- 3 credit hours](#)

[Choose one of the following courses.](#)

- [CCJ 5015 Nature of Crime](#)
- [CCJ 6074 Investigative and Intelligence Analysis: Theory and Methods](#)
- [CCJ 6431 Leadership and Ethics in Criminal Justice](#)

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UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: College of Health and Public Affairs

Proposed Effective Term/Year: Summer 2012

Unit(s) Housing Program: Department of Criminal Justice

Name of program, track and/or certificate: Juvenile Justice Leadership Graduate Certificate

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The Graduate Certificate in Juvenile Justice Leadership is designed to provide a theoretical and practical knowledge base for juvenile justice executives in the areas of criminal justice, public administration and social work.

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

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

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

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

Dr. Ross Wolf

Ross.Wolf@ucf.edu 407-823-5351 PO Box 161600

http://www.cohpa.ucf.edu/crim.jus/

Page 2 of UCF Program Recommendation Form

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

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

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

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

☒ **Inactivation**

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

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>[Signature]</u>	Date: <u>9/23/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>9/23/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>[Signature]</u>	Date: _____
<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 Executive Vice President: _____ 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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

The changes to this certificate will help students to graduate in a timely manner and be able to find courses will adequate seat space available. There be no impact on faculty.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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 two currently listed restricted electives, SOW 6855 Child Abuse: Treatment and Prevention and SYP 6561 Child Abuse in society will be moved into the general electives category.
-Also the following courses will be deleted from general electives: PAD 6053 Public Admin Governance Process and CCJ 6730 Planned Change and Innovation.
-Students will now choose two courses from the general elective list in addition to the two required courses to earn all 12 credit 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

Page 5 of UCF Program Recommendation Form

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.)

Current graduate faculty teach the Criminal Justice courses within this certificate.

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 Juvenile Justice students will follow the current requirements. Students who are admitted in summer 2012 and later will follow the new 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.

The Criminal Justice graduate committee has approved changes to the certificate as the courses will not be newly added. They are current courses offered on a regular basis.

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

Students interested in the area of Juvenile Justice in the law enforcement field, social work or public administration.

	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?)

This certificate will give students an advanced knowledge of the field of juvenile justice. Students can be hired in a variety of jobs to include juvenile probation officer, officers specializing in juvenile apprehension, or social work with juveniles and their families.

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					

PROGRAM DESCRIPTION

The Graduate Certificate in Juvenile Justice Leadership is designed to provide a theoretical and practical knowledge base for juvenile justice executives in the areas of criminal justice, public administration and social work. The juvenile justice system, long understaffed, is facing the continuing problem of increased juvenile crime, high levels of juvenile drug and substance abuse, and debatable programs to rehabilitate delinquent children. Juvenile Justice Leadership is one of the fastest growing career fields in Criminal Justice.

The successful completion of this certificate is a positive consideration for admission to the master's program in Criminal Justice.

CURRICULUM

The Graduate Certificate in Juvenile Justice Leadership is designed to provide students with theoretical and practical knowledge in the areas of criminal justice, public administration and social work. The curriculum for the Juvenile Justice Leadership certificate program consists of two ~~three~~ required courses and ~~two~~ one elective courses for a total of 12 credit hours.

Total Credit Hours Required:

12 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—6 ~~9~~ Credit Hours

- CJJ 6020 The Juvenile Justice System (3 credit hours)
- CCJ 6118 Criminal Justice Organizations (3 credit hours)

~~Choose one of the following courses:~~

- ~~• SYP 6561 Child Abuse in Society (3 credit hours)~~
- ~~• SOW 6655 Child Abuse: Treatment and Prevention (3 credit hours)~~

Elective Course—6 ~~3~~ Credit Hours

Choose two ~~one~~ of the following courses.

- CCJ 5015 The Nature of Crime (3 credit hours)
- CCJ 5073 Data Management Systems for Crime Analysis (offered fall term only) (3 credit hours)
- CCJ 5456 The Administration of Justice (3 credit hours)
- ~~• CCJ 6730 Planned Change and Innovation in Criminal Justice (3 credit hours)~~
- ~~• PAD 6053 Public Administrators in the Governance Process (3 credit hours)~~

Page 7 of UCF Program Recommendation Form

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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)
- ☐ E-mails showing consultation with other units. (if applicable)

- PAD 6327 Public Program Evaluation Techniques (3 credit hours)
- [SOW 6712 Interventions with Substance Abusers \(3 credit hours\)](#)
- [SOW 6655 Child Abuse: Treatment and Prevention](#)
- [SYP 6561 Child Abuse in Society](#)



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: College of Health & Public Affairs

Proposed Effective Term/Year: Summer 2012

Unit(s) Housing Program: Health Professions

Name of program, track and/or certificate: Physical Therapy

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The Doctorate in Physical Therapy program educates students to become competent, compassionate, and ethical practitioners in a variety of health care settings. Graduates will be highly dedicated professionals with excellent patient care, communication, critical thinking, patient education and advocacy, management and research skills.
The Program in Physical Therapy is a three-year (nine consecutive semesters) professional doctorate curriculum designed to prepare entry-level therapists to practice in a variety of clinical settings. The professional curriculum is a full-time, "lock-step" program involving 112 graduate credit hours.

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

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

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

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

Patrick Pabian, DPT

patrick.pabian@ucf.edu

HPA 1 Room 256B, 407-823-3457, www.cohpa.ucf.edu/physicaltherapy

Page 2 of UCF Program Recommendation Form

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>[Signature]</u>	Date: <u>11/16/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>11/23/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>[Signature]</u>	Date: <u>11/23/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Clinical Education: Currently, DPT curriculum has 30 weeks of full time clinical education. Compared to the national average (213 programs) of 35.9 weeks (5.0 SD) of clinical education. UCF DPT program currently has the shortest terminal clinical education (8 weeks) in the country. This limits clinical opportunities due to negative perception from affiliation sites. Revision is to add 2 weeks to each of final two clinical education courses, and add +1 credit hour to each to maintain current week:credit hour ratio with other clinical courses.
Course removals: Removal of coursework in the curriculum that are being instructed by outside department. Courses do not currently have enough focus on the issues relating to the healthcare provider / clinician's perspectives. These courses are not required to be stand-alone per DPT's Accrediting body and areas of the content with increased relation to the healthcare provider will be included in new course and in other courses already in curriculum.
New Courses: Complete a Management of Physical Therapy sequence to cover all areas of PT management with emphasis on the healthcare system and specific implications on the healthcare provider. Electives to be added in terminal semester to allow student to tailor content to their area of interest upon graduation. Electives will include specialty practice settings, which closely relates to accrediting body's expectation that program fosters professional development specialty practice interest in students. (RATIONALE ATTACHED IN WORD DOCUMENT)

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)

Summary attached in word document.

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 CHANGE FROM EXISTING FACULTY-
Gerald Smith PhD - anatomy / neurobiology
Theodore Angelopoulos PhD - physiology
William Hanney PhD(c), DPT, ATC - manual therapy, athletic training
Patrick Pabian DPT, SCS, OCS - board certified sports & orthopedic clinical specialist
Judi Schack-Dugre DPT, MBA
Carey Rothschild DPT, OCS - board certified orthopedic clinical specialist
Jennifer Tucker DPT, PCS - board certified pediatric clinical specialist

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

Minimal impact. No change in total credit hours to curriculum. Class of 2014 (1st year DPT students) will be provided the option to change to new curriculum. In such a case, if approved, the cohort will not take two courses (finance & Issues/Trends) and required to take a Management for PT II and elective course. Entire student population was surveyed prior to the proposed changes and new courses were met very favorably.

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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					

Page 7 of UCF Program Recommendation Form

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)

Required Courses

Year 1

Summer Term 1 (14 Credit Hours)

- PHT 5003 Foundations of Physical Therapy I (2 credit hours)
- PHT 5125 Clinical Kinesiology (2 credit hours)
- PHT 5125L Clinical Kinesiology Lab (2 credit hours)
- PHT 6115C Gross Anatomy/Neuroscience I (6 credit hours)
- PHT 6606 Research Methods in Physical Therapy (2 credit hours)

Fall Term 1 (17 Credit Hours)

- PHT 5240 Physical Assessment (1 credit hour)
- PHT 5240L Physical Assessment Lab (2 credit hours)
- PHT 5260 Patient Care Skills (2 credit hours)
- PHT 5260L Patient Care Skills Lab (1 credit hour)
- PHT 6118C Gross Anatomy/Neuroscience II (6 credit hours)
- PHT 6156C Applied Human Physiology for Health Science (5 credit hours)

Spring Term 1 (14 Credit Hours)

- PHT 5218 Theories and Procedures I (2 credit hours)
- PHT 5218L Theories and Procedures I Lab (1 credit hour)
- PHT 5241 Therapeutic Exercises I (2 credit hours)
- PHT 5241L Therapeutic Exercise Lab I (2 credit hours)
- PHT 6242 Orthopedic Physical Therapy (2 credit hours)
- PHT 6242L Orthopedic Physical Therapy Lab (1 credit hour)
- PHT 6306 Pathology/Pharmacology (4 credit hours)

Year 2

Summer Term 2 (12 Credit Hours)

- PHT 5718 Neurological Physical Therapy (2 credit hours)
- PHT 5718L Neurological Physical Therapy Lab (1 credit hour)
- PHT 6219 Theories and Procedures II (2 credit hours)
- PHT 6219L Theories and Procedures II Lab (1 credit hour)
- PHT 6245 Therapeutic Exercise II (3 credit hours)
- PHT 6245L Therapeutic Exercise II Lab (1 credit hour)
- ~~PHT 6716C Advanced Orthopedic Physical Therapy I (2 credit hours)~~
- PHT 7722C Physical Therapy Integration I (2 credit hours)

Fall Term 2 (16 Credit Hours)

- PHT 6521 Management of Physical Therapy Services (3 credit hours)
- PHT 6322C Pediatric Physical Therapy (3 credit hours)
- PHT 6381C Cardiopulmonary Physical Therapy (2 credit hours)
- PHT 6070C Radiology/Imaging for Physical Therapy (3 credit hours)
- PHT 6805C Clinical Education I (3 credit hours)
- ~~PHT 7722C Physical Therapy Integration I (2 credit hours)~~
- PHT 6716C Advanced Orthopedic Physical Therapy I (2 credit hours)

Spring Term 2 (~~13 Credit Hours~~12 Credit Hours)

- PHT 6374 Gerontology in Physical Therapy (2 credit hours)
- PHT 6618 Research Applications in Physical Therapy (2 credit hours)
- PHT 6719 Advanced Neurological Physical Therapy (2 credit hours)
- PHT 6719L Advanced Neurological Physical Therapy Lab (1 credit hour)
- PHT 7134C Physical Therapy Integration II (2 credit hours)
- ~~PHC 6160 Health Care Finance (3 credit hours)~~
- PHT 6720 Wound Care and Professional Issues (1 credit hour)
- PHT 7730C Primary Care for Physical Therapy (2 credit hours)

Year 3

Summer Term 3 (6 Credit Hours)

- PHT 7822C Advanced Clinical Education I (6 credit hours)

Fall Term 3 (~~9 Credit Hours~~10 Credit Hours)

- PHT 7823L Advanced Clinical Education II (~~3-4~~ credit hours)
- ~~PHT 7730C Primary Care for Physical Therapy (2 credit hours)~~
- PHT 7721C Advanced Orthopedic Physical Therapy II (1 credit hour)
- PHT 7772C Advanced Neurological Physical Therapy II (1 credit hour)
- PHT 7780C Advanced Gerontology in Physical Therapy I (1 credit hour)
- ~~PHT 7329C Advanced Pediatric Physical Therapy I (1 credit hour)~~
- PHT 7XXXXX Management of Physical Therapy Services II (2 credit hour)

Spring Term 3 (11 Credit Hours)

- PHT 5005 Foundations of Physical Therapy II (2 credit hours)
- ~~HSC 6636 Issues and Trends in Health Professions (3 credit hours)~~
- PHT 7900 Capstone Project in Physical Therapy (3 credit hours)
- PHT 7829L Advanced Clinical Education III (~~3-4~~ credit hours)
- PHT 7XXXXXC Elective Course (2 credit hours)

SUMMARY OF CHANGES

1. Sequence changes (courses changing semesters within curriculum):
 - a. PHT 6716C Advanced Orthopedic Physical Therapy I (2 credit hours)
 - b. PHT 7722C Physical Therapy Integration I (2 credit hours)
 - c. PHT 7730C Primary Care for Physical Therapy (2 credit hours)
2. Course being revised (adding +1 credit hour to each, changing from 3- to 4-credit hours):
 - a. PHT 7823L Advanced Clinical Education II (3 credit hours)
 - b. PHT 7829L Advanced Clinical Education III (3 credit hours)
3. Courses being removed from curriculum plan:
 - a. PHC 6160 Health Care Finance (3 credit hours)
 - b. HSC 6636 Issues and Trends in Health Professions (3 credit hours)
4. Courses being added to curriculum plan:
 - a. PHT 7XXXXX Management of Physical Therapy Services II (2 credit hour)
 - b. PHT 7XXXXC Elective Course (2 credit hours)

RATIONALE

1. Re-sequencing recommendations per review of DPT Program's Curriculum Committee meeting
2. Clinical Education: Currently, DPT curriculum has 30 weeks of full time clinical education. Compared to the national average (213 programs) of 35.9 weeks (5.0 SD) of clinical education. UCF DPT program currently has the shortest terminal clinical education (6 weeks) in the country. This limits clinical opportunities due to negative perception of affiliation sites. Revision is to add 2 weeks to each of final two clinical education courses, and add +1 credit hour to each to maintain current clinical week-to-credit hour ratio (2:1) with other clinical courses.
3. Course removals: Removal of coursework in the curriculum that are being instructed by outside department. Courses do not currently have enough focus on the issues relating to the healthcare provider / clinician's perspectives. These courses are not required to be stand-alone per DPT's Accrediting body and areas of the content with increased relation to the healthcare provider will be included in new course and in other courses already in curriculum.

4. New Courses:

- a. Complete a Management of Physical Therapy sequence to cover all areas of PT management with emphasis on the healthcare system and specific implications on the healthcare provider. Curriculum will now include an internal sequence of Management of Physical Therapy Services I & Management of Physical Therapy Services II.
- b. Electives to be added in terminal semester to allow students to tailor their PT training to their area of interest upon graduation. Electives will include specialty practice settings, which closely relates to accrediting body's expectation that program fosters professional development specialty practice interest in students.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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College/Unit(s) Submitting Proposal: Health and Public Affairs

Proposed Effective Term/Year: Summer 2012

Unit(s) Housing Program: Communication Sciences and Disorders

Name of program, track and/or certificate: Communication Sciences and Disorders Masters' program

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

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

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

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

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

Page 2 of UCF Program Recommendation Form

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:

Consortium Track, BA/MA Track, Traditional Program

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>[Signature]</u>	Date: <u>11/16/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>11/21/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

To meet skills, knowledge and competencies required by ASHA.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)

Adding SPA 6327 as a required course and eliminating one elective - no change to program's overall credit 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

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

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

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

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

old CIP:

new CIP:

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

Part A - Continued

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

--

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

Minimal impact on students - overall credit hours will not change.

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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					

Page 7 of UCF Program Recommendation Form

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. **Please delete course prefixes and numbers in this section if no teach out plan is required.**

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)

Proposed Program Revision – Communication Sciences and Disorders

Required Courses—385 Credit Hours

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6211C Voice Disorders (4 credit hours)
- SPA 6225C Fluency Disorders (4 credit hours)
- SPA 6327 Aural Habilitation/Rehabilitation (3 credit hours)
- SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)
- SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)
- SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
- SPA 6805 Research in Communicative Disorders (3 credit hours)

Clinical Practice—28 Credit Hours

Supervised clinical practice is an integral part of the graduate program in Communication Sciences and Disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

- SPA 6551 Strategic Application of the Scientific Process in Clinical Practice (1 credit hour)
- SPA 6503C Entry-Level Clinical Practicum (3 credit hours)
- SPA 6942C Intermediate Clinical Practicum (3 credit hours)
- SPA 6943C Advanced Clinical Practicum (3 credit hours)
- SPA 6946 Externship part-time (6 credit hours)
- SPA 6946 Externship full-time (12 credit hours)

Thesis Option—96 Credit Hours

- SPA 6971 Thesis (6 credit hours)
- ~~Elective (3 credit hours)~~

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours. ~~An additional 3 credit hour elective must be selected in consultation with a faculty adviser.~~

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

Nonthesis Option—96 Credit Hours

- Electives (96 credit hours)

Students who elect this option must select ~~three~~ two electives in consultation with a faculty adviser.

Comprehensive Examination

Passing a Departmental Comprehensive Examination is a requirement for completion of the Master's degree in Communication Sciences and Disorders.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: COHPA/Communication Sciences and Disorders

Proposed Effective Term/Year: Fall 2012-2013 catalog

Unit(s) Housing Program: CSD

Name of program, track and/or certificate: Accelerated Undergraduate-Graduate Program (B.A. or B.S. / M.A.)

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

This program allows highly qualified undergraduate students majoring in CSD to enroll in graduate level courses while completing their bachelor degrees.

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 Graduate Program

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

Must have completed at least one semester at UCF totalling 12-15 hours of undergraduate CSD courses.

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

Dr. Cecyle Carson; email: cecyle.carson@ucf.edu; phone: 3-4797; HPA 2, Suite 101; www/cohpa.ucf.edu/comdis/

Page 2 of UCF Program Recommendation Form

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>[Signature]</u>	Date: <u>11/21/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>11/21/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>[Signature]</u>	Date: <u>11/21/11</u>
<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 Executive Vice President: _____ 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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Because this track was not allowed to increase the number of hours allowed (from 18 to 19), it needs to be reduced to 16 hours based on course offerings and course credit hours. The changes will result in a one course reduction from the previous program. The modification will not impact instructors or students. Presently, only two students are matriculating through this track and they graduate this Fall (and thus will be classified as Graduate students).

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.)

> Delete SPA 6402 Preschool Language Disorders 3 hrs and SPA 6403 School-Aged Language Disorders 3 hrs (no longer offered); replace with SPA 6496 Language Disorders in Children Adults 6 hrs.
>Delete SPA 6503 Entry-Level Clinis; Replace with SPA 6551 Strategic Application of the Scientific Process 1 hr.
>Delete specifics on GRE scores (due to new GRE standards that aren't available yet); Replace with Highly competitive score on the GRE

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

Page 5 of UCF Program Recommendation Form

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.)

Barbara Ehren, Ed.D., sometimes co-teaches SPA 6496, Language Disorders in Children and Adolescents; recognized child/adolescent language specialist
Charlotte Harvey, Ed.D. teaches SPA 6551, Strategic Application of the Scientific Process; Master's in field; years of clinical experience
P. Anthony Kong, Ph.D., teaches SPA SPA 6410, Aphasia; Ph.D. in field
R. Jane Lieberman, Ph.D., teaches SPA 6204, Artic/Phono Disorders; Ph.D. in field
Kenyatta Rivers, Ph.D., co-teaches SPA 6496, Language Disorders in Children and Adolescents; Ph.D. in field
Jamie Schwartz, Ph.D., co-teaches SPA 6496, Language Disorders in Children and Adolescents; Ph.D. in field

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; the two students who are presently in the program will shift to a graduate coursework only schedule Spring, 2012. No new students have applied; we are awaiting standardized score guidelines for the new GRE.

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.

We want to keep our "best and brightest" students in our CSD Program at UCF by offering this track which reduces time spent in the undergraduate program by approximately one semester, while also reducing time spent in the graduate program to attain a Master's degree.

	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					

Page 7 of UCF Program Recommendation Form

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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)
- ☐ E-mails showing consultation with other units. (if applicable)

Proposed Program Revision – Communication Sciences and Disorders – Accelerated BA/BS to MA track

Total Credit Hours Required:

72 Credit Hours Minimum beyond the Bachelor's Degree

The Department of Communication Sciences and Disorders offers an accelerated BA/BS to MA program for highly qualified undergraduate majors in Communication Sciences and Disorders. Undergraduate students enroll in ~~18~~ 16 credit hours of graduate-level courses while completing the bachelor's degree. This enables students to achieve a master's degree in the UCF Department of Communication Sciences and Disorders in one to two fewer semesters.

Up to ~~18~~ 16 credit hours of approved 6000-level courses, with grades of "B" (3.0) or better, may be counted toward the BA/BS and MA degrees. Additional requirements include:

- Adopting the most current catalog for students changing degree programs.
- Earning at least a "B" (3.0) in each undergraduate and graduate course to be counted toward the major.
- Earning a passing score on the Communication Sciences and Disorders Undergraduate Competency Examination.
- Being assessed tuition and fees at the graduate rate for graduate courses.

Undergraduate Requirements

The courses below replace SPA 4478, SPA 4803, SPA 4400, SPA 4476, plus two restricted electives in the undergraduate curriculum.

Shared Courses

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6805 Research and Communicative Disorders (3 credit hours)
- ~~SPA 6503C Entry-level Clinical Practicum (3 credit hours)~~
- SPA 6551 Strategic Application of the Scientific Process in Clinical Practice (1 credit hour)

Required Courses—~~38~~ 35 Credit Hours

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6211C Voice Disorders (4 credit hours)
- ~~SPA 6225C Fluency Disorders (4 credit hours)~~
- SPA 6327 Aural Habilitation/Rehabilitation (3 credit hours)
- SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)
- SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)

- SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
- SPA 6805 Research in Communicative Disorders (3 credit hours)

Clinical Practice—28 Credit Hours

Supervised clinical practice is an integral part of the graduate program in Communication Sciences and Disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

- SPA 6551 Strategic Application of the Scientific Process in Clinical Practice (1 credit hour)
- SPA 6503C Entry-Level Clinical Practicum (3 credit hours)
- SPA 6942C Intermediate Clinical Practicum (3 credit hours)
- SPA 6943C Advanced Clinical Practicum (3 credit hours)
- SPA 6946 Externship part-time (6 credit hours)
- SPA 6946 Externship full-time (12 credit hours)

Thesis Option—96 Credit Hours

- SPA 6971 Thesis (6 credit hours)
- ~~Elective (3 credit hours)~~

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours. ~~An additional 3 credit hour elective must be selected in consultation with a faculty adviser.~~

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

Nonthesis Option—96 Credit Hours

- Electives (9~~6~~ credit hours)

Students who elect this option must select ~~three~~ two electives in consultation with a faculty adviser.

Comprehensive Examination

Passing a Departmental Comprehensive Examination is a requirement for completion of the Master's degree in Communication Sciences and Disorders.

Communication Sciences and Disorders - Accelerated Undergraduate-Graduate Program (B.A. or B.S. / M.A.)

College of Health and Public Affairs
Department of Communication Sciences and Disorders, Health and Public Affairs II, Room: 101

<http://www.cohpa.ucf.edu/comdis/>

Email: advising@mail.ucf.edu

Phone: 407-823-4798

Purpose of this program - This program allows highly qualified undergraduate majors in communication sciences and disorders to enroll in 18 credit hours of graduate-level courses while completing the bachelor's degree. This enables full-time students to achieve a master's degree in one to two fewer semesters.

Admission Requirements

- Completion of the junior year of course work in communication sciences and disorders
- 3.5 GPA or better in courses in the major
- 4000 on the combined verbal and quantitative sections of the Graduate Record Examinations and a score of at least 600 on the verbal section
- Completion of a graduate application, including three letters of recommendation from faculty in the department, and a letter of intent which indicates reasons for desiring entrance into the accelerated program, personal strengths and how they have been demonstrated, and future goals.
- Students who achieve a "B" or better for all 18 credit hours of graduate course work will be formally admitted into the master's program in communication sciences and disorders following receipt of the bachelor's degree

Degree Requirements

- None

1. UCF General Education Program (GEP) (36 hrs)

A: Communication Foundations (9 hrs)

B: Cultural & Historical Foundations (9 hrs)

C: Mathematical Foundations (6 hrs)

Prefer MGF 1106 Finite Mathematics 3 hrs

Select 1: 3 hrs

Suggested STA 2014C Principles of Statistics or 3 hrs

Suggested STA 2023 Statistical Methods I 3 hrs

D: Social Foundations (6 hrs)

Suggested PSY 2012 General Psychology 3 hrs

Select 1: 3 hrs

Suggested ECO 2013 Principles of Macroeconomics or 3 hrs

Suggested ECO 2023 Principles of Microeconomics or 3 hrs

Suggested POS 2041 American National Government 3 hrs

E: Science Foundations (7 hrs)

Prefer BSC 1005 Biological Principles 3 hrs

Prefer BSC 1005L Biological Principles Laboratory 1 hr

Required PHY 2XXX Physics Course 3 hrs

2. Common Program Prerequisites (CPP)

STA 2014C Principles of Statistics GEP

BSC 1005 Biological Principles GEP

PSY 2012 General Psychology GEP

PHY 2XXX Physics course (GEP)

3. Core Requirements: Basic Level

- None

4. Core Requirements: Advanced Level (44 hrs)

SPA 3471 Communication Disorders in Literature and Media 3 hrs

SPA 3101 Physiological Bases of Speech and Hearing 3 hrs

SPA 3112 Basic Phonetics 3 hrs

SPA 3112L Basic Phonetics Lab 1 hr

LIN 3716 Language Development 3 hrs

SPA 3011 Speech Science & Production 3 hrs

SPA 3011L Speech Production lab 1 hr

SPA 3104 Neural Bases of Communication 3 hrs

SPA 3123 Speech Science II: Perception 3 hrs

SPA 3123L Speech Perception Lab 1 hr

SPA 4032 Audiology 3 hrs

SPA 4324XX Audiology-Rehabilitation/Hearing Across Life 3 hrs

SPA 4478 Multicultural Aspects of Communication Disorders & Differences 3 hrs

DEP 2004C Developmental Psychology 3 hrs

LIN 3716L Language Development Lab 2 hrs

LIN 3713 Language Science 3 hrs

Select 1: 3 hrs

EAB 3703C Principles of Behavior Modification or 4 hrs

EEX 4601 Introduction to Behavior Management or 3 hrs

EEX 4604 Classroom Management and Guidance of Young Children or 3 hrs

EDF 3303 Learning Environments and Guidance for Young Children or 3 hrs

SPA 3472 Guidance of Young Children with Communication Disorders 3 hrs

Statistics Requirement 6 hrs

■ Students have two options in completing this requirement:

Option 1: 6 hrs

STA 2023 Statistical Methods I and 3 hrs

STA 4163 Statistical Methods II 3 hrs

Option 2:

STA 2014C Principles of Statistics and GEP

SPA 4803 Research Methods in Communication Sciences and Disorders 3 hrs

or

STA 2023 Statistical Methods I and GEP

SPA 4803 Research Methods in Communication Sciences and Disorders 3 hrs

5. Restricted Electives (9 hrs)

■ B.A. Option: Students pursuing the B.A. degree must demonstrate proficiency in a foreign language equivalent to one year in college

■ B.S. Option: Students pursuing the B.S. degree must complete two upper division health science courses (six credit hours) approved by the Department of Communication Sciences and Disorders.

6. Capstone Requirements (3 hrs)

Comment [CC3]: PHYS, CHM, or PSC course; this change was mandated by the State.

Comment [CC4]: New course proposal; SPA 4321 being discontinued.

Comment [CC1]: ADD: Completion of at least 12-15 hours of undergraduate CSD coursework at UCF

Formatted: Right: 0.46", Space Before: 3.15 pt

Comment [CC2]: ADD: Highly competitive score on GRE

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Comment [CC5]: ADD: 16

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- None

7. Foreign Language Requirements

Admissions

- Two years of one foreign language in high school, or one year of one foreign language in college (or equivalent proficiency exam) prior to graduation. American Sign Language (ASL) can be used to fulfill the foreign language admission requirement.

Graduation

- Students pursuing the B.A. degree must demonstrate proficiency in a foreign language equivalent to one year. ASL I, II, and III can be used to fulfill this requirement.

8. Electives

- Select 12 hours of electives. A minor or certificate is encouraged.

9. Additional Requirements

- None

10. Required Minors

- None

11. Departmental Exit Requirements

- A minimum grade of "B" in all graduate courses.
- A minimum overall GPA of 3.0 in the courses used to satisfy the major
- A passing score on the Communication Sciences and Disorders Undergraduate Competency Examination

12. University Minimum Exit Requirements

- A 2.0 UCF GPA
- 60 semester hours earned after CLEP awarded
- 48 semester hours of upper division credit completed
- 30 of the last 39 hours of course work must be completed in residency at UCF
- A maximum of 45 hours of extension, correspondence, CLEP, Credit by Exam, and Armed Forces credits permitted.
- Complete the General Education Program, the Gordon Rule, the CLAS and nine hours of Summer credit (if applicable)

Total Undergraduate Hours Required

- 120

Honors In Major

- Interested students should contact the undergraduate program coordinator.

Related Programs

- Health Services Administration
- Social Work
- Exceptional Student Education

Certificates

- Language Development and Disorders

Related Minors

- Exceptional Education
- Early Childhood Education
- Aging Studies
- Health Services Administration
- Interpersonal/Organizational Communication
- Linguistics
- Psychology

- Communication Sciences and Disorders

Advising Notes

- None

Transfer Notes

- "D" (1.0) grades are not accepted
- Courses taken at community college do not substitute for Upper Division courses
- Courses transferred from private and out-of-state schools must be evaluated for equivalency credit. The student must provide all supporting information.
- Students may take STA 2014C or STA 2023 to fulfill the first part of the statistics requirement

Acceptable Substitutes for Transfer Courses

- None

Shared Courses

		(# hrs)
SPA 6204	Articulation/Phonological Disorders	3 hrs
SPA 6402	Preschool-Language Disorders	3 hrs
SPA 6403	School-Aged-Language Disorders	3 hrs
SPA 6410	Aphasia and Related Disorders	3 hrs
SPA 6603C	Entry-Level Clinical Practicum	3 hrs
SPA 6805	Research in Communicative Disorders	3 hrs

Comment [CC6]: ADD 16

Graduate Courses Link

- None

Program Academic Learning Compacts

- Program Academic Learning Compacts (student learning outcomes) for undergraduate programs are located at: http://www.oas.ucf.edu/alac/academic_learning_compacts.htm

Equipment Fees

- Part-Time Student: \$17.50 per term
- Full-Time Student: \$35.00 per term

Comment [CC7]:
Add SPA 6496, Lang Dis in Children and Adults
Add SPA 6551, Strategic App Sci Process



OK/Unit

Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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 2012

Unit(s) Housing Program: Department of Writing and Rhetoric

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

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

No change.

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

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

No change.

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

No change.

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

Kathleen Bell, Associate Professor, kathleen.bell@ucf.edu, 407-823-2295, CNH 417A,
http://writingandrhetoric.cah.ucf.edu/prowriting.php

Page 2 of UCF Program Recommendation Form

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>David F. Walker</u>	Date: <u>10/13/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: _____	Date: <u>11/10/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>Dr. Cornelius Hagan</u>	Date: <u>11/10/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Improve flexibility of course requirements for students and enable them to develop a portfolio of their work in the program, which could also help with program-level assessment.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

Add capstone requirement of electronic writing portfolio, which must be approved by program director and which must include three exemplary texts created by the student while in the program.

Move ENC 6216 from required to elective course and specify that student can only count ENC 6216 or ENC 6217 as elective. This will change hours for required courses from 9 to 6, but overall program hours will stay the same at 15.

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 change.

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 need to develop electronic writing portfolio but the material for this will come out their already existing projects from coursework.

Students will have an easier time meeting course requirements.

Page 6 of UCF Program Recommendation Form

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)

PROGRAM DESCRIPTION

The Graduate Certificate in Professional Writing offers professionals opportunities to develop and improve communication skills vital to advancing in the workplace.

[Read More ▾](#)

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.~~ This flexible five-course sequence of graduate study includes two required core courses and allows students to choose three electives from the list below. Students will also complete a capstone electronic writing portfolio before graduation.

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses ~~9 Credit Hours~~ 6 Credit Hours

- ENC 5337 Rhetorical Theory (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- ~~ENC 6216 Editing Professional Writing (3 credit hours)~~ Note: ~~ENC 6217 Technical Editing can substitute for this core requirement (3 credit hours).~~

Elective Courses ~~6 Credit Hours~~ 9 Credit Hours

Choose two courses from the following list.

- ENC 5225 Theory and Practice of Document Usability (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 6216 Editing Professional Writing (3 credit hours)~~
- ~~ENC 6217 Technical Editing (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 [d1]: Change to reflect changes listed below. Should now read:

This flexible five-course sequence of graduate study includes two required core courses and allows students to choose three electives from the list below. Students will also complete a capstone electronic writing portfolio before graduation.

Comment [d2]: Change total for Required Core to 6 hours reflecting removal of ENC 6216/6217.

Comment [d3]: ENC 6216 and ENC 6217 are no longer required core. Both are now Electives.

Comment [d4]: Change totals for Elective Courses to 9 hours reflecting changes to the Required Core.

Comment [d5]: Add ENC 6216 and ENC 6217 to electives. No longer required as core.

- 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)
- ENC 6245 Teaching Professional Writing (3 credit hours)
- ENC 6740 Topics in Rhetoric and Composition (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)

Electronic Writing Portfolio

Students will complete an electronic writing portfolio before filing for graduation. This portfolio must be approved by the program director and must include three exemplary texts created by the student while in the program.

Comment [d6]: New requirement.

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.



Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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

College/Unit(s) Submitting Proposal: College of Arts & Humanities (CAH)

Proposed Effective Term/Year: Fall 2012

Unit(s) Housing Program: Film Department

Name of program, track and/or certificate: MFA Film / Entrepreneurial Digital Cinema

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The Entrepreneurial Digital Cinema track of the Film MFA prepares students for jobs in the emerging world of digital motion pictures as educators, filmmakers, and business people. The program requires each student to complete a feature length film as a thesis project, and a marketing plan for its distribution.

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

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

Same as current catalog

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 catalog

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

Stephen Schlow, stephen.schlow@ucf.edu; 407-823-0694; www.film.ucf.edu

Randy Finch, randy.finch@ucf.edu; 407-823-6111; www.film.ucf.edu

Page 2 of UCF Program Recommendation Form

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>Staff Sallah</u>	Date: <u>11/3/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>11/14/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>[Signature]</u>	Date: <u>11/14/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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

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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

See attached Statement of Rationale.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

- Add a new first year course: Theories of Film Production FIL 5xxx, three credit hours.
- Eliminate an existing first year course: Vision, Scope and Financing FIL 5414, three credit hours.
- No longer require the second year production classes that were primarily focused on Hollywood methods: Film Production 1 & 2 (FIL6644/6649), three credit hours each.
- Require courses that have previously been offered as electives: Microbudget Prod Mgmt. FIL 6640 for three credit hours and another semester of Advanced Directing FIL 6596 – an additional three credit 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

Page 5 of UCF Program Recommendation Form

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

n/a

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

n/a

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.

n/a

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.)

The following faculty will be teaching in the program:
Finch, Gay, Sandler, Stoeckl, Wolfe.
All other faculty on the attached list participate on thesis committees.

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

If the program becomes effective with the Fall 2012 entering class, the following current classes will be effected:
Fall 2011: 7 students who began the program will be moved to the new program/catalog year with the following adjustment: New FIL 5xxx Film Theories of Production requirement will be substituted by FIL 5414 Film Vision Scope & Financing which they will be taking in spring 2012
Fall 2010: 6 students who began in Fall 2012 will remain in current program, finishing their existing Program of Study
Fall 2009: 4 students who began in Fall 2009 will graduate in 2012 based on existing program.

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

The College of Business Administration has provided their support of the changes. Students are required to take a course they offer, GEB 6115 Entrepreneurship. (Email attached.)

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

Filmmakers interested in the intersection of digital art and commerce will be attracted to this program, as will aspiring film educators and those wishing to make a feature length, digital, microbudget film.

	Year 1	Year 2	Year 3
Headcount	20	23	25
SCHs	420	460	500

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

In addition to continuing as independent filmmakers, current graduates of the program are working as film editors, writers, and educators. We anticipate that these types of careers will continue.

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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)

PROGRAM RECOMMENDATION FORM

PART A

BRIEF STATEMENT OF RATIONALE FOR CHANGING PROGRAM

November 2011

The proposed revision to the MFA track in Entrepreneurial Digital Cinema is a response to the paradigm-altering changes in how films are being made and distributed using new digital tools. While the MFA in Film from UCF will continue to prepare students to work in Hollywood and to teach in traditional university film programs, the rapid rise of a New World of online filmmaking – a world built on new production practices and requiring facility with new financing, marketing and revenue models – compels changes to the UCF MFA in Film. To continue our leadership role in the New World of entrepreneurial digital cinema, the graduate committee has recommended that 1) additional emphasis must be placed on alternative theories of production in the first year of study and 2) our previous emphasis on the traditional feature length filmmaking paradigm must expand to include more opportunities for our MFA candidates to study and apply new ideas about the art and business of filmmaking as it is evolving in the 21st Century.

Accordingly, we propose that our student filmmakers study a wider range of theories of production in a new first year course (Theories of Film Production, three credit hours). To maintain a sixty credit hour total for our program, we propose elimination of an existing first year course (Vision, Scope and Financing, three credit hours). In addition, we would no longer require the second year production classes that were primarily focused on Hollywood methods (Film Production 1 & 2, three credit hours each). Instead we would require courses that have previously been offered as electives that would now provide more opportunities for exploration of new paradigms (Microbudget Prod Mgmt. for three credit hours and another semester of Advanced Directing – an additional three credit hours). Finally we propose formally eliminating GEB 6116 as a requirement – replacing that Business College course with a course that has been offered as an elective and that targets special issues in the film business (Entrepreneurship and the Film Business, three credit hours). Implementing these proposed changes will keep the faculty and students in the UCF MFA in Film at the forefront of the revolutionary changes in Entrepreneurial Digital Cinema.



MFA FILM
Entrepreneurial Digital Cinema Track

PROPOSED REVISED PROGRAM (60 Credits) CHANGES MARKED IN ORANGE

FALL		
Course	Title	Credits
GEB 6115	Entrepreneurship	3
FIL 5419	Developing the Film Screenplay	3
FIL 5853	Independent Cinematic Forms	3
FIL 5924	Graduate Seminar	1

10

SPRING		
Course	Title	Credits
FIL 5xxx	Theories of Film Production	3
FIL 6146	Screenplay Refinement	3
FIL 6673	Entrepreneurship and the Film Business (will also include parts of Film Vision, Scope & Finance)	3

9

SUMMER		
Course	Title	Credits

MFA YEAR ONE

August	Submit Initial Development Document
Sept/Oct	Meet with First Year Advising
January	Semester Consult with Faculty
March/April	Select Thesis Adviser
April	Meet with Thesis Adviser to Review Summer Plans

FALL		
Course	Title	Credits
FIL 6596	Advanced Directing Workshop	3
FIL 6640	Microbudget Prod Mgt	3
FIL 6619	Guerrilla Marketing	3
FIL 5924	Graduate Seminar	1

10

SPRING		
Course	Title	Credits
FIL 6596	Advanced Directing Workshop	3
FIL 6971	Thesis (work on casting/locations)	4
FIL/XXX	Elective Course	3

10

SUMMER		
Course	Title	Credits
FIL 6971	Thesis (in produc	3
(If a student is a Fellowship or GTA, he/she must register for 6 credit hours in order to receive a tuition waiver)		

3

MFA YEAR TWO

August	Review summer progress with Thesis Adviser
Dec/Jan	Submit Thesis Proposal to Thesis Committee
March/April	TRB Presentation
April/May	Greenlight
June-Aug	Production

FALL		
Course	Title	Credits
FIL/XXX	Elective Course	3
FIL 5924	Graduate Seminar	1
FIL 6971	Thesis (working in post)	2
FIL 6614	Domes & Intrnl Models of Dist	3

9

SPRING		
Course	Title	Credits
FIL 6971	Thesis (work on ETD, prepare fine cut, and defend)	9

9

SUMMER		
Course	Title	Credits

MFA YEAR THREE

Oct-Dec	File Intent to Graduate
Feb/Mar	Submit ETD for Format Review
March	Defend
April	Upload Final ETD
May	Commencement

THEORIES OF PRODUCTION. FIL 5xxx will be a new class that teaches the theories of film production from historical and critical perspective. Practical methods and departures from convention will be covered.

ADVANCED DIRECTING. 6 credits is desired, over two semesters. The course sequence will include how to work with crew (basic people management), how to work with actors, how to get your vision across consistently and constantly, planning production design, etc. The course sequence will address the needs of narrative, doc, and experimental filmmakers.

FIL 6640 MICROBUDGET PRODUCTION MANAGEMENT. Students define and refine their individual production model, justifying deviations from the industrial model with both documented theory and practical alternatives. Content assists in preparing for the final Electronic Thesis & Dissertation (ETD) with documented research, and also helps the student prepare the formal Thesis Proposal for the Thesis Review Board (TRB).



Lisa Cook (Lecturer) has worked professionally as an associate producer, line producer, production supervisor, and production manager. Her credits include *Fantasia 2000* (Disney), National Lampoon's *Favorite Deadly Sins* (Showtime), *Hotel Room* (HBO), *Major League* (Paramount), and *Tremors* (Universal).



Randy Finch (Associate Professor), a graduate of Harvard College and Fordham University School of Law, is an educator and producer of films and plays. His credits include producing films such as *Outside Providence*, *Federal Hill*, and *The Substance of Fire*. Mr. Finch's first film, *Miles from Home*, premiered in competition at the 1988 Cannes Film Festival. His theater credits include *Hurlyburly*, *On Golden Pond*, and the original Broadway production of *Angels in America*, as well as producing plays at Lincoln Center in New York and at the Kennedy Center in Washington, DC. His current work, *Plant City Stories*, is an online story experience that was presented at the UFVA New Media exhibition in August 2011.



Andrew Gay (Visiting Assistant Professor) has worked with such companies as Spike TV, VH1, the Discovery Channel, Nike, and the Disney Channel as a production coordinator, manager, and assistant director. His short films have received eight awards and over 50 official selections at film festivals around the world and his first feature film, *A Beautiful Belly*, premiered at the 2011 Florida Film Festival and was the first feature film ever shot on the Canon 5D Mark II Digital SLR. The film recently received the Crystal Apple Filmmaker's Choice Award at the Melbourne Independent Filmmakers Festival (2011).



Mark Gerstein (Associate Professor) is an award-winning filmmaker and editor. He worked for more than 15 years as a film editor in Los Angeles on such films as *The Pickle* (Columbia/Tri-Star), *Rogue Moon* (Zuba Pictures), the Emmy-nominated *The Final Days* (ABC), *UFO Cafe* (NBC), *Always Remember I Love You* (CBS), and the Emmy-award winning *Sisters* (Warner Bros/NBC). He was also Associate Producer and Film Editor of the award-winning and nationally televised documentary *The Call of Story* (PBS). His 35mm short film *No Worries* was an Official Selection at 17 international film festivals.



Christopher Harris (Associate Professor) is an award-winning experimental film artist. His has screened at festivals, museums and cinematheques throughout North America and Europe, including the International Film Festival Rotterdam (2005, 2008, 2010), the VIENNALE-Vienna International Film Festival, the Edinburgh International Film Festival, the Leeds International Film Festival, the San Francisco Cinematheque and Rencontres Internationales Paris. His current projects include a set of four 16mm experimental films inspired by the work of contemporary African American writers. Harris received his M.F.A. from the School of the Art Institute of Chicago.



Lori Ingle (Associate Professor) is a filmmaker and editor. Her editing credits include James L. Brooks' film *As Good As It Gets*, the editing of which was nominated for an Academy Award. While at UCF, she directed the PBS special *The Call of Story, An American Renaissance*, which aired nationally for a number of years, and has produced two short films that, combined, have screened in over twenty international film festivals. Lori is currently working on a number of short films that combine narrative, documentary, and experimental elements.



Bob Jones (Associate Professor) Professor Jones has directed over fifty productions, including award-winning films, television shows, and plays. He has a MFA in Producing from UCLA and an M.S. in Production from Boston University. Professor Jones' is currently producing a series of documentaries on the wars in Iraq and Afghanistan.



Lisa Mills (Assistant Professor) worked as a broadcast journalist from 1981-1999. She also taught television production at the Disney Institute and produced documentaries for public television. She taught as an Instructor in the Radio-Television Division of the Nicholson School of Communication at UCF from 1999 - 2006, then joined the School of Film and Digital Media as an Assistant Professor of Film in Fall, 2006. Lisa received her Ph.D. in Political Communication from the University of Florida in 2005 and conducts experimental research in media effects. In 2007 her historical paper about political documentary on network television garnered first place in the Broadcast Educators Association Documentary Division Competition.



Sam Rohdie (Professor) is an internationally renowned cinema studies scholar. He attended Brandeis and Yale. Professor Rohdie has written *Lands: Cinema, Geography, Modernism*, and articles for *Screening the Past* including "Profils Paysans: Raymond Depardon," "A Note on Marinetti's Futurist Cooking," and "Hitchcock Fabrics."



Barry Sandler (Associate Professor), a graduate of UCLA Film School, has written screenplays for numerous motion pictures, including *Crimes of Passion*, *The Other Side of Midnight*, *The Kansas City Bomber*, and the groundbreaking classic *Making Love*. Barry has been published and is also the recipient of many awards (GLAAD Media Award, the PFLAG Oscar Wilde Award, the MECLA Humanitarian Award, the GLCSC Award). He has been honored by numerous national and international film festivals, and been profiled in prestigious publications such as the New York Times, and on the NBC Today Show and A&E Biography. He currently has film projects in development at Wildcat Productions, Safe Harbour Films, Regent Entertainment, and Here! TV.



Steve Schlow (Interim Chair/Lecturer) is a graduate of Boston University and an award winning writer and producer of documentaries, docudramas, and television shows. He has worked for WCVB- and WNEV-TV in Boston, Metromedia Producers in Boston and Hollywood, and for the Walt Disney Company in Florida.



Ula Stoeckl (Associate Professor) is one of Germany's most important filmmakers. She has made more than 20 films that have screened in throughout Europe, Australia, Canada and the US. Her work highlights gender and investigates prominent themes at intersections with German history, politics, and culture. Her visual language is style is recognizable for its multi-layered narrative, using montage, fantasy, metaphor, documentary narrative and work with actors.



Jesse Wolfe (Lecturer) is an educator, a filmmaker and feature film screenwriter. He worked for nearly 20 years in New York and Los Angeles for companies such as Castle Rock Entertainment, Warner Bros. Television, Dreamworks SKG, The Disney Channel, Showtime Networks, HBO Films, and AMC. Mr. Wolfe's stage plays have garnered national honors, and his short films have won awards and screened in competition at film festivals all over the world. He most recently completed principal photography on his feature directorial debut, *Eye of the Hurricane*, for Braveart Films. In addition to his professional experience, Mr. Wolfe holds degrees from Rollins College and The American Film Institute (AFI).

<u>FACULTY</u>			<u>e-MAIL</u>	407-823- xxxx	<u>OFFICE</u>
Cook, Lisa	Ms.	Lecturer	lisa.cook@ucf.edu	2758	NSC 177
Finch, Randy	Mr.	Assoc. Prof.	randy.finch@ucf.edu	6111	NSC 171
Gay, Andrew	Mr.	Visitng Instrc	andrew.gay@ucf.edu	4842	NSC 214
Gerstein, Mark	Mr.	Assoc. Prof.	mark.gerstein@ucf.edu	4287	NSC 217
Harris, Chris	Mr.	Assoc. Prof.	christopher.harris@ucf.edu	4288	NSC 218
Ingle, Lori	Ms.	Assoc. Prof.	lori.ingle@ucf.edu	4286	NSC 220
Jones, Robert	Mr.	Assoc. Prof.	robert.jones@ucf.edu	3309	NSC 219
Mills, Lisa	Dr.	Asst. Prof.	lisa.mills@ucf.edu	3606	NSC 261
Rohdie, Sam	Dr.	Professor	samuel.rohdie@ucf.edu	1756	NSC 216
Sandler, Barry	Mr.	Assoc. Prof.	barry.sandler@ucf.edu	4387	NSC 178
Schlow, Steve	Mr.	Lecturer	stephen.schlow@ucf.edu	0694	NSC 121
Stoeckl, Ula	Ms.	Assoc. Prof.	ula.stoeckl@ucf.edu	1189	NSC 174
Wolfe, Jesse	Mr.	Lecturer	jesse.wolfe@ucf.edu	4044	NSC 221

Patricia Hurter

From: Judy Ryder
Sent: Wednesday, November 02, 2011 11:02 AM
To: Patricia Hurter
Subject: RE: Film MFA Program

Patty, we are fine with using the GEB 6115 (Entrepreneurship) course in your MFA Film track. Just let me know who you need to register and I will be happy to do it for you!

Judy

From: Patricia Hurter
Sent: Tuesday, November 01, 2011 4:44 PM
To: Judy Ryder
Subject: RE: Film MFA Program

We admit between 6-8 students each fall.....that would be the enrollment in the GEB class.

From: Judy Ryder
Sent: Tuesday, November 01, 2011 4:44 PM
To: Patricia Hurter
Subject: RE: Film MFA Program

Patty, I will run it by Dr. Ellis (our Associate Dean) and Dr. Cameron Ford (Entrepreneurship Advisor). I am sure it is not a problem. How many students do you anticipate will need this each year?

Thanks!

Judy

From: Patricia Hurter
Sent: Tuesday, November 01, 2011 4:35 PM
To: Judy Ryder
Subject: Film MFA Program

Dear Judy,

The Film department is planning a few revisions to its MFA Film degree program. The changes would still require degree-seeking students to take GEB 6115 Entrepreneurship. Attached is the new outline of the program.

We are seeking your department's support of this change, and I'm not certain who we should speak to about it, or who is the proper person in authority to indicate that requiring GEB 6115 will not be a problem with your area.

Thanks for any advice,

Patty

Patty Hurter
Administrative & Graduate Coordinator

**FILM MFA
2011-12 CATALOG COPY
PROPOSED PROGRAM CHANGES MARKED
NOVEMBER 1, 2011**

Film MFA ↗

Entrepreneurial Digital Cinema

Program Tracks

- Entrepreneurial Digital Cinema

Subplan Disciplines

This track belongs to the following disciplines:

- Film

FEEDBACK

College : Arts and Humanities

Degree :MFA

Department : Film , Digital Media

Option : Thesis

Program Websites : <http://www.film.ucf.edu> , <http://ucffilm.blogspot.com/> ,
<http://operationalportal.com/> , <http://thedataframe.com/>

TRACK DESCRIPTION

The Master of Fine Arts in Film offers an Entrepreneurial Digital Cinema track to prepare students for jobs in the emerging world of digital motion pictures as educators, filmmakers, and business people. The program requires each student to complete a feature length film as a thesis project.

CURRICULUM

Total Credit Hours Required:

60 Credit Hours Minimum beyond the Bachelor's Degree

The MFA track in Entrepreneurial Digital Cinema requires a minimum of 60 credit hours, including 15 core credit hours, 21 credit hours in the area of specialization, 6 elective credit

hours, and 18 credit hours devoted to the thesis project. While students may make a thesis film outside the narrative feature film model (i.e., an experimental or documentary film), all MFA candidates are required to take the core and specialized courses that teach the customs and skills required of the narrative model.

Required Courses—36 Credit Hours

Core—15 Credit Hours

- ~~FIL 5414 Film Vision, Scope and Financing (3 credit hours)~~
- FIL 5xxx Film Theories of Production (3 credit hours)
- FIL 5419 Developing the Screenplay (3 credit hours)
- FIL 5853 Independent Cinematic Forms (3 credit hours)
- FIL 5924 Graduate Seminar (1 credit hour to be taken 3 times)
- GEB 6115 Entrepreneurship (3 credit hours)

Specialization—21 Credit Hours

- FIL 6146 Film Screenplay Refinement (3 credit hours)
- ~~FIL 6644 Film Production Management I (3 credit hours)~~
- ~~FIL 6649 Film Production Management II (3 credit hours)~~
- FIL 6640 Microbudget Production Management (3 credit hours)
- FIL 6596 Advanced Directing Workshop for Film and Digital Media (~~3-6~~ credit hours)
- FIL 6614 Domestic and International Models of Distribution (3 credit hours)
- FIL 6619 Guerilla Marketing (3 credit hours)
- ~~GEB 6116 Business Plan Formation (3 credit hours)~~ (FIL 6673 Entrepreneurial Film Business may substitute for ~~GEB 6116~~) (3 credit hours)

Formatted: Level 3

Elective Courses—6 Credit Hours

Students select a minimum of 6 credit hours of coursework from the Film department. Alternatively, students may select relevant graduate courses from other units with prior approval of the thesis adviser and chair of the Film department.

Film courses may include:

- FIL 5907/6908 Directed Independent Studies
- FIL 5917/6918 Directed Research
- FIL 5944/6946 Internship
- FIL 6909 Research Report
- FIL 6146 Film Screenplay Refinement (repeated for credit)
- FIL 6596 Advanced Directing Workshop ~~for~~ for Film and Digital Media (repeated for credit)

Thesis—18 Credit Hours

- FIL 6971 Thesis (18 credit hours)

Before undertaking the thesis project, candidates must meet with the thesis advisory committee to submit and discuss the proposed project and obtain the committee's approval. The thesis requires intensive applied learning in order to complete a feature length project. Additionally, the thesis project has a strong research component both in the initial development phase and in the creation of the distribution and marketing plan for the project. The final stage of the curriculum serves as a bridge to the professional world and supports the entrepreneurial philosophy of the program. The thesis project must be reviewed by the faculty adviser throughout the production process, and meet agreed upon criteria within a stated time frame. Once the thesis project is completed, candidates must have a screening or exhibition of the work, and meet with the thesis advisory committee for final approval and oral defense.

INDEPENDENT LEARNING

A thesis is required. Students may also register for FIL 5944/6946 Internship ~~as an~~for elective credit.

Application Requirements

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

The following application requirements are effective for Fall 2012 applicants and beyond. Fall 2011 applicants, please refer to the [2010-2011 catalog](#).

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.
- BA or BFA in film production, or a BA or BFA (preferably in a related field) with significant, comparable film production experience.
- Official, competitive GRE or GMAT score taken within the last five years.
- A 500-word essay demonstrating the applicant's breadth of knowledge, insight, curiosity, vision, voice, and ability to think critically. The applicant should respond to ONE of the following:
 - Discuss the relationship between emerging technologies and creative expression.
 - Discuss the continuing conflict between art and commerce and how its energy might be made to serve the creative process.
 - Discuss the social, political, and cultural role and responsibilities of the artist/creator in a global society.
- Résumé, or a 250-word biography, that details the applicant's creative and entrepreneurial accomplishments as they relate to professional and/or educational settings.

- Writing Sample: An Artist's Statement that explains why you want to be a filmmaker and why your vision for a feature film is well suited for the microbudget, digitally shot, paradigm.
- A creative submission that includes:
 - A filmmaking reel no longer than 15 minutes in length that includes at least one complete short film that the applicant has either (1) written, directed and produced; OR (2) written and directed; OR (3) directed and produced; OR (4) written and produced. All films must be submitted via a YouTube link that you provide to the Film department ([view uploading instructions](#)). When uploading, please title your submission with your name, and select "unlisted" as your Privacy choice. In the description block, please include (1) the film's title; (2) the applicant's role(s) in the making of the film; and (3) the date the film was completed.
 - A treatment of a proposed script along with a script sample of another work that you've written, **OR** a first draft of the feature-length script you want to direct as your thesis project for the MFA in Film at the University of Central Florida. You do not have to be the author of the script that you plan to direct as your thesis film if accepted into the program—you can use a script that is in the public domain and direct your interpretation of it, or you can have someone else write a script that you will direct. If you plan on making a documentary feature or an experimental piece as your thesis project, please describe your intentions in detail.

Please submit all materials, with the exception of official transcripts and test scores, electronically. Uploading all materials at the same time is preferred.

Applicants may be asked to participate in an admissions interview.

Application Deadlines

Entrepreneurial Digital Cinema	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Jan 15	-	-



Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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 2012

Unit(s) Housing Program: Department of Writing and Rhetoric

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

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

No change.

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

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

No change.

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

No change.

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

Blake Scott, Associate Professor, bscott@ucf.edu, 407-823-1057, Colbourn Hall 301B,
http://writingandrhetoric.cah.ucf.edu/rhetoric.php

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

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

☐ Addition. Please proceed to Part A.

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

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

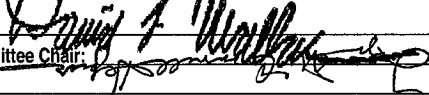
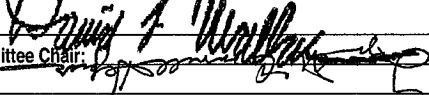
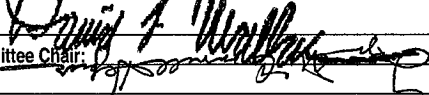
Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u></u>	Date: <u>11/4/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u></u>	Date: <u>11/4/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u></u>	Date: <u>11/4/11</u>
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chair or GSC: _____	Date: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Vice President for Academic Affairs: _____ Date: _____

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

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



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

Brief statement of rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

Add important electives. Avoid student confusion over difference between thesis and non-thesis options, require that all students get credentialed with thesis.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

Add ENC 6428 Rhetoric of Digital Literacy to list of Elective Courses.

Add ENC 6247 Proposal Writing to list of Elective Courses.

Remove non-thesis option.

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 in previous catalog year.

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

old CIP:

If in previous catalog year.

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 change.

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

All students will need to meet UCF and program thesis 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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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 6442	EDF 6442	EDF 6442		
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)
- ☐ E-mails showing consultation with other units. (if applicable)

PROGRAM DESCRIPTION

The Rhetoric and Composition Master of Arts track prepares students for teaching college-level writing, for continuing to a PhD program in rhetoric and composition, and for working in public and professional situations that call for effective persuasion and communication.

[Read More ▼▲](#)

CURRICULUM

Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

Each student must complete at least 33 credit hours, including 12 credit hours of required courses and 18 credit hours of elective courses. Near the end of the degree program, each candidate will develop an annotated bibliography about their proposed ~~thesis, or nonthesis project and complete either a thesis or a pedagogical research project.~~

~~The program requires that students complete a thesis or a pedagogical 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 6720 Research Methods in Rhetoric and Composition (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

- ENC 5237 Writing for the Business Professional (3 credit hours)
- ~~ENC 5276 Writing/Consulting: Theory and Practice (3 credit hours)~~
- ENC 5337 Rhetorical Theory (3 credit hours)
- ENC 5745 Teaching Practicum (3 credit hours)
- ENC 6945 Community Literacy Practicum (3 credit hours)
- ENC 6244 Teaching Technical Writing (3 credit hours)
- ENC 6306 Persuasive Writing (3 credit hours)
- ~~ENC 6247 Proposal Writing (3 credit hours)~~
- ENC 6332 Gendered Rhetoric (3 credit hours)
- ENC 6333 Contemporary Rhetoric and Composition Theory (3 credit hours)
- ENC 6338 The Rhetorics of Public Debate (3 credit hours)
- ENC 6339 Rhetorical Movements (3 credit hours)

Comment [d1]: Remove this text per changes below. Final sentence should read:

Near the end of the degree program, each candidate will develop an annotated bibliography about their proposed thesis.

Comment [d2]: Remove text per changes below. Sentence should read:

The program requires that students complete a thesis approved by the graduate faculty that will contribute to the field of study with an emphasis on innovative pedagogy.

Comment [d3]: Same as before, but now split level.

Comment [d4]: Adding Proposal Writing to Restricted Electives.

- ENC 6429 Teaching Writing with Computers (3 credit hours)
- ENC 6702 Issues in Writing Assessment (3 credit hours)
- ENC 6245 Teaching Professional Writing (3 credit hours)
- ENC 6740 Topics in Rhetoric and Composition (3 credit hours) Note: This course may be used in the degree program a maximum of 2 times when course content is different.
- LIN 5137 Linguistics (3 credit hours)
- LIN 5675 English Grammar and Usage (3 credit hours)
- LIT 6435 Rhetoric of Science (3 credit hours)
- ~~ENC 6428 Rhetoric of Digital Literacy (3 Credit Hours)~~

Comment [d5]: Adding an important new elective.

Unrestricted—6 Credit Hours

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

Thesis ~~Option~~—3 Credit Hours

Comment [d6]: No longer an "Option". All students must complete Thesis.

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 project approved by an advisory committee. This project should emphasize innovative pedagogy and be directly relevant to the field of Rhetoric and Composition.~~

- ~~ENC 6918 Directed Research (3 credit hours)~~

Comment [d7]: Remove the Non-Thesis Option from the Curriculum. Students will now complete a Thesis and go through the appropriate ETD requirements in order to graduate.

Annotated Bibliography

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 ~~the~~ thesis or project. It must be approved by an advisory committee.

INDEPENDENT LEARNING

~~For nonthesis students, a pedagogical research project is required~~ A thesis is required.

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, Rhetoric & Composition, Writing Studies, Communication Studies, or 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. 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.

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Funding for Graduate School, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Fellowships

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

Dear Colleagues,

We revised the Physics Ph.D. courses few years ago, but have not looked into the Physics M.S. courses for a long time. The M.S. has attracted very few students in recent years and its core courses, such as Computational Physics and Methods of Experimental Physics are no longer offered regularly. This has created a serious problem since students enrolled in this program (or those in the Ph.D. who request a M.S. en route) have to be constantly waived core courses. We now want to change the M.S. program core requirements.

We are proposing the following changes to Physics M.S. program:

**** Physics M.S. core courses (total of 12 credit hours):**

1. PHY 5606 Quantum Mechanics I (3 credit hours)
2. PHY 5346 Electrodynamics I (3 credit hours)
3. PHY 5524 Statistical Physics (3 credit hours)
4. PHY 6246 Classical Mechanics (3 credit hours)

The rationale here is that these are courses regularly taught and already taken by all Physics Ph.D. students outside the Planetary Sciences track (the last two are also taken by all Planetary Sciences track Ph.D. students). This core structure will facilitate awarding Physics M.S. degrees en route to Ph.D. students (or for those students who leave the Ph.D. program, say, for not completing candidacy). It will not affect our teaching load.

**** 18 credit hours of electives distributed as follows:**

1. At least an additional 12 credit hours of formal course work

(UCF requires an overall minimum of 24 credit hours of formal course work)

and

2. No more than 6 credit hours of 5000 level elective courses.

(UCF requires 50% of the a M.S. program content be composed of 6000 level courses or higher.)

In addition, 6 hours of thesis or at least 3h of directed research for the non-thesis option will be required (the 3h for the non-thesis option complies with a UCF requirement).

**** Overall, the student has to complete a minimum of 30 credit hours.**

For comparison, the current format of the Physics M.S. is the following.

** Physics M.S core courses (15 credit hours):

1. PHY 5606 Quantum Mechanics I (3 credit hours)
2. PHY 5346 Electrodynamics I (3 credit hours)
3. PHZ 5156 Computational Physics (3 credit hours)
4. PHZ 5846 Methods of Experimental Physics (3 credit hours)
5. PHY 6939 Physics Graduate Seminar (1 credit hour taken 3 times)

** Require 12 credit hours of elective courses.

Also, 6 hours of thesis or 3 hours of directed research for the non-thesis option (plus an additional 3 hours of electives) are also required.

** Overall, the student currently has to complete a minimum of 33 credit hours.

These changes are also justifiable in light that, currently, the Department's main focus is on growing and improving the Ph.D. program. In its current format, the Physics M.S. program attracts few students of its own. The proposed changes can be implemented immediately and will make the Physics M.S. program less of a burden to the Department without impacting much the students who are already enrolled in it

We also have a Planetary Science track for the Physics MS degree with a separate curriculum. We suggest only one clarification regarding the number of core courses (15 credit hours) out of 18 hours core course options, as indicated in the attached form of the changes in the graduate catalog.

Hari Saha

Helge Heinrich

Physics graduate curriculum committee chair Physics graduate coordinator



Program Recommendation Form

This form is to be used to revise, add, suspend, or delete degree programs, tracks, or certificate programs. If there are changes to a program and the changes will affect the program tracks also, one form may be used for this type of change.

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: Sciences / Physics Department

Proposed Effective Term/Year: Fall 2012

Unit(s) Housing Program: Physics Department

Name of program, track and/or certificate: Physics MS

Brief description of program (this description will show up in the graduate catalog copy): *Do not add complete catalog copy here.*

The University of Central Florida offers a Master of Science in Physics. Research opportunities are available in condensed matter physics, nanostructure devices, surface science, optical physics, complex systems, biophysics, atomic and molecular physics, and planetary/space science.

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

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

Same as before

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

One official transcript (in a sealed envelope) from each college/university attended. Official, competitive GRE score taken within the last five years. The GRE Physics Subject Test is recommended but not required. Résumé. Goal statement. Three letters of recommendation.

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

Helge Heinrich, helge.heinrich@ucf.edu, 407 8231884, 4000 Central Florida Blvd Building 121 PS 439, Orlando, FL 32816-2385

<http://physics.cos.ucf.edu/content/index.html#loader=http%3A//physics.cos.ucf.edu/content/graduate/admissions.html>

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

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

☐ Addition. Please proceed to Part A.

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

Physics M.S. (no track) and Planetary Sciences Track

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

Temporary suspension of admissions: The program will be removed from the online application. A notation will be entered in the graduate catalog indicating the length of the suspension of admissions. Currently enrolled students will not experience any issues with continued enrollment.

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

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

Signature Page

RECOMMENDATIONS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Department Chair: <u>B. Rahman</u>	Date: <u>10/14/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Curriculum Committee Chair: <u>Teresa</u>	Date: <u>11/18/11</u>
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	College Dean: <u>Mark</u>	Date: <u>11/18/11</u>
<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 Executive Vice President: _____ 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 rationale: (Please indicate the rationale, how it affects the unit and faculty teaching in and students enrolled in the program, track or certificate.)

We are proposing the following changes to Physics M.S. program:

** Physics M.S. core courses (total of 12 credit hours):

1. PHY 5606 Quantum Mechanics I (3 credit hours)
2. PHY 5346 Electrodynamics I (3 credit hours)
3. PHY 5524 Statistical Physics (3 credit hours)
4. PHY 6246 Classical Mechanics (3 credit hours)

The rationale is that these are courses regularly taught and already taken by all Physics Ph.D. students outside the Planetary Sciences track (the last two are also taken by all Planetary Sciences track Ph.D. students). This core structure will facilitate awarding Physics M.S. degrees en route to Ph.D. students (or for those students who leave the Ph.D. program, say, for not completing candidacy). It will also not affect our teaching load. One of the current MS core courses (Physics graduate seminar is not taught anymore. Two other current core courses are not taught every year. With the new core courses we ensure that all MS core courses are offered once a year.

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. 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.**)

** new Physics M.S. core courses (total of 12 credit hours instead of 15 credit hours):

1. PHY 5606 Quantum Mechanics I (3 credit hours)
2. PHY 5346 Electrodynamics I (3 credit hours)
3. PHY 5524 Statistical Physics (3 credit hours)
4. PHY 6246 Classical Mechanics (3 credit hours)

Overall, the student has to complete a minimum of 30 credit hours instead of 33 hours currently.

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.)

All graduate faculty (approved by CGS) in the Physics department will be able to teach.

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

PhD students will have a better option to obtain a MS on the way to PhD with matching core courses. Current MS students can chose to stay with the current curriculum or chose the new one.

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.

We have about 10 MS applicants each year, we admit 3-4 each year. Additionally most PhD students get a chance to obtain a MS degree on the way.

	Year 1	Year 2	Year 3
Headcount	3	4	4
SCHs	72	96	96

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

about 1/2 the MS students will continue with PhD. Others become instructors or work in industry.

Part A - Continued

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

	No. assistantship students	Source of funds	No. fellowship students (specify fellowship)	No. tuition remissions	Source of funds
Year 1					
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. Please delete course prefixes and numbers in this section if no teach out plan is required.

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)
- ☐ E-mails showing consultation with other units. (if applicable)

Physics MS

PROGRAM DESCRIPTION

The Master of Science in Physics program provides many research opportunities in condensed matter physics, nanostructure devices, surface science, optical physics, complex systems, biophysics, atomic and molecular physics, and planetary/space science.

CURRICULUM

The Physics MS program requires a minimum of ~~33~~30 credit hours beyond the bachelor's degree, and offers students a thesis and nonthesis option. All students take ~~15~~12 credit hours of core courses, and then the remaining 18 credit hours consist of both electives and thesis or directed research according to the option chosen.

Total Credit Hours Required:

~~33~~30 Credit Hours Minimum beyond the Bachelor's Degree

The Master of Science in Physics program is flexibly designed in order to prepare students for the widest possible range of industrial careers or for further study at the doctoral level. Courses must be selected so that at least one-half of the required courses are taken at the 6000 level.

Students pursuing a nonthesis master's degree must take at least one directed research course as part of their elective work. In this course, students will work on a research project under the supervision of a faculty member and present a final report.

Required Courses—~~15~~12 Credit Hours

- PHY 5606 Quantum Mechanics I (3 credit hours)
- PHY 5346 Electrodynamics I (3 credit hours)
- ~~PHZ 5156 Computational Physics~~PHY 5524 Statistical Physics (3 credit hours)
- ~~PHY 5846C Methods of Experimental Physics~~6246 Classical Mechanics (3 credit hours)
- ~~PHY 6939 Physics Graduate Seminar (1 credit hour, taken 3 times)~~

Elective Courses—~~12~~18 Credit Hours

Both thesis and nonthesis students take electives in consultation with their advisors. Out of the 18 elective credit hours at least 12 hours of formal course work are required and not more than 6 credit hours of 5000-level elective courses are counted towards the degree. At least 6 hours of

thesis or 3 hours of directed research for the non-thesis option are required. Otherwise, elective selection is intended to be very flexible in order to meet student needs and interests. Electives may be chosen following one of the suggested specializations below, or a different program of study may be followed with academic adviser approval.

Materials Physics Specialization

- PHY 6624 Quantum Mechanics II (3 credit hours)
- PHY 6347 Electrodynamics II (3 credit hours)
- ~~PHY 5524 Statistical Physics (3 credit hours)~~
- PHZ 6426 Condensed Matter Physics I (3 credit hours)
- PHZ 6428 Condensed Matter Physics II (3 credit hours)
- PHZ 5505 Plasma Physics (3 credit hours)
- PHZ 5437 Nanoscale Surface in Physics (3 credit hours)
- PHY 5933 Selected Topics in Biophysics of Macromolecules (3 credit hours)
- PHZ 5425C Electron Solid Interactions (3 credit hours)
- PHY 5140C Ion-Solid Interactions (3 credit hours)
- PHY 5455 Modern X-ray Science (3 credit hours)
- PHY 6420 First Principles Computational Methods in Condensed Matter Physics and Materials Science (3 credit hours)
- PHY 5933 Selected Topics in Biophysics of Macromolecules (3 credit hours)
- PHZ 5432 Introduction to Soft Condensed Matter Physics (3 credit hours)
- PHY 6938 Theory and Computation of Molecular Wave Functions (3 credit hours)
- PHY 6938 Selected Topics in Scattering Theory (3 credit hours)
- EEE 5356C Fabrications of Solid-State Devices (4 credit hours)
- Other graduate courses from Optics, Materials Science, Physics, Optical Science and Engineering, Electrical Engineering or Industrial Chemistry.

Optical Physics Specialization

- PHY 6624 Quantum Mechanics II (3 credit hours)
- PHY 6347 Electrodynamics II (3 credit hours)
- PHY 6938 Theory and Computation of Molecular Wave Functions (3 credit hours)
- OSE 6111 Optical Wave Propagation (3 credit hours)
- OSE 6115 Interference and Diffraction (3 credit hours)
- OSE 6526C Laser Engineering Laboratory (3 credit hours)
- OSE 6455C Photonics Laboratory (3 credit hours)
- ~~PHY 5524 Statistical Physics (3 credit hours)~~
- OSE 6347 Quantum Optics (3 credit hours)
- OSE 5312 Fundamentals of Optical Science (3 credit hours)
- Other graduate courses from Optics, Materials Science, Physics, Optical Science and Engineering, Electrical Engineering or Industrial Chemistry.

Space Physics Specialization

- PHY 6624 Quantum Mechanics II (3 credit hours)

- PHY 6347 Electrodynamics II (3 credit hours)
- ~~PHY 5524 Statistical Physics (3 credit hours)~~
- PHZ 5505 Plasma Physics (3 credit hours)
- AST 5165 Planetary Atmospheres (3 credit hours)
- EAS 5315 Rocket Propulsion (3 credit hours)
- EAS 6405 Advanced Flight Dynamics (3 credit hours)
- EAS 6507 Topics of Astrodynamics (3 credit hours)
- OSE 5041 Introduction to Wave Optics (3 credit hours)
- EEL 5820 Image Processing (3 credit hours)
- EEL 6823 Image Processing II (3 credit hours)
- Other graduate courses from Optics, Materials Science, Physics, Optical Science and Engineering, Electrical Engineering or Industrial Chemistry.

Theory/Computational Physics Specialization

- ~~PHY 6246 Classical Mechanics (3 credit hours)~~
- PHY 6624 Quantum Mechanics II (3 credit hours)
- PHY 6347 Electrodynamics II (3 credit hours)
- PHY 6420 First Principles Computational Methods in Condensed Matter Physics and Materials Science (3 credit hours)
- PHY 6938 Theory and Computation of Molecular Wave Functions (3 credit hours)
- PHY 6938 Selected Topics in Scattering Theory (3 credit hours)
- ~~PHY 5524 Statistical Physics (3 credit hours)~~
- PHY 5650 Introduction to Quantum Computation (3 credit hours)
- PHY 6667 Advanced Quantum Mechanics (3 credit hours)
- PHZ 6426 Condensed Matter Physics I (3 credit hours)
- PHZ 6428 Condensed Matter Physics II (3 credit hours)
- PHY 6667 Quantum Field Theory I (3 credit hours)
- PHY 7669 Quantum Field Theory II (3 credit hours)
- PHZ 5505 Plasma Physics (3 credit hours)
- OSE 6347 Quantum Optics (3 credit hours)
- OSE 5312 Fundamentals of Optical Science (3 credit hours)
- Other courses from Physics, Math, Optics, Materials Science, Engineering, Computer Science.

Thesis Option—6 Credit Hours

Students who choose the thesis option are required to conduct a program of original scientific research or some investigation involving a creative element and to submit a written thesis detailing these investigations. An oral defense and examination of the thesis is required.

- PHY 6971 Thesis (6 credit hours)

Nonthesis Option—6.3 Credit Hours

Nonthesis students will take ~~an additional 3-15~~ credit hours of electives from the list of elective specializations shown above. In addition they must take 3 credit hours of directed research as well as a written comprehensive exit examination. In the directed research course, students work on a research project under the supervision of a faculty member and are required to present a final report.

- PHY 6918 Directed Research (3 credit hours)

~~Directed Research—3 Credit Hours~~

~~Students who choose the nonthesis option are required to take a minimum of three credit hours of directed research. In the directed research course, students work on a research project under the supervision of a faculty member and are required to present a final report.~~

- ~~PHY 6918 Directed Research (3 credit hours)~~

INDEPENDENT LEARNING

Students pursuing a nonthesis master's degree must take at least one directed research course as part of their elective work. In this course, students will work on a research project under the supervision of a faculty member and present a final report.

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.
- Official, competitive GRE score taken within the last five years.
- The GRE Physics Subject Test is recommended but not required.
- Résumé.
- Goal statement.
- Three letters of recommendation.

Students entering the Physics graduate program with regular status are normally expected to have completed course work generally required for a bachelor's degree in physics, including mechanics, electricity and magnetism, thermal and statistical physics, and quantum mechanics.

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

Physics MS	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jun 15	Nov 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Funding for Graduate School](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

Fellowships

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

Planetary Sciences

TRACK DESCRIPTION

The Planetary Sciences track in the Physics MS program is designed to prepare students to be competitive in the global planetary sciences research community.

CURRICULUM

Total Credit Hours Required:

33 Credit Hours Minimum beyond the Bachelor's Degree

The Planetary Sciences track in the Physics MS program requires a minimum 33 hours of graduate course work as directed by the student's supervisory committee. This must include at least 15 hours of required courses, 6 hours of thesis preparation with the remainder being elective courses and directed research chosen in consultation with the supervisory committee. At least half of the total credits must be at the 6000 level. No more than 6 hours of independent study may be credited toward the master's degree. The master's degree in Planetary Sciences includes a thesis and its defense. There is no nonthesis master's degree in the Planetary Sciences track.

Required Courses—15 Credit Hours

The core is designed to give students a broad foundation in the planetary sciences and a rapid training in the data analysis techniques that will be necessary for a successful research and publications. Students choose 5 out of the 6 core course options listed below:-

- PHY 5524 Statistical Physics (3 credit hours)
- PHY 6246 Classical Mechanics (3 credit hours)
- PHZ 5156 Computational Physics (3 credit hours) or AST 5765C Advanced Astronomical Data Analysis (3 credit hours)
- AST 5154 Advanced Planetary Geophysics (3 credit hours)
- AST 5263 Advanced Observational Astronomy (3 credit hours)
- AST 5165 Planetary Atmospheres (3 credit hours)

Elective Courses—12 Credit Hours

- AST 6XXX Planetary Astronomy Seminar (3 credit hours)
- AST 6112 Origins of Solar Systems (3 credit hours)

- AST 5334 Extrasolar Planets and Brown Dwarfs (3 credit hours)
- PHY 5937 Astrobiology (3 credit hours)

Other Electives

- PHZ 5505 Plasma Physics (3 credit hours)
- PHY 5346 Electrodynamics I (3 credit hours)
- PHY 6347 Electrodynamics II (3 credit hours)
- PHY 5606 Quantum Mechanics I (3 credit hours)
- PHY 6624 Quantum Mechanics II (3 credit hours)
- OSE 5041 Introduction to Wave Optics (3 credit hours)
- EEL 5820 Image Processing (3 credit hours)
- OSE 5312 Fundamentals of Optical Science (3 credit hours)

Thesis—6 Credit Hours

- PHY 6971 Thesis (6 credit hours)

Supervisory Committee

Within the first half-semester of admission to the planetary sciences graduate track, each student must select, by mutual agreement, a faculty adviser and two other faculty members to serve on his or her Supervisory Committee. One of the faculty members who is not the adviser must be from an area in the department other than Planetary Sciences. UCF faculty and self-funded research scientists are eligible to serve on supervisory committees. Changes in the membership of a Supervisory Committee must be approved by the Planetary Sciences Graduate Committee. The adviser is expected to meet regularly with the student. The full committee shall meet with the student at least once per semester to review and make recommendations regarding the student's academic progress.

Master's Defense

The written thesis and oral defense is the final requirement for the master's degree. The thesis is a journal-level research paper. The oral defense is two parts: (1) A public presentation of the research contained in the paper; and (2) private questioning on the detail of the presented research as well as the topics covered in the student's preparation and course work. The written and oral components will be administered by the student's Supervisory Committee.

INDEPENDENT LEARNING

A thesis is required in this program.

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 physics, astronomy, geology, geophysics, geochemistry, atmospheric sciences, or planetary sciences.
- Official, competitive GRE score taken within the last five years.
- The Physics Subject Test of the GRE is recommended, but not required.
- Three letters of recommendation.
- Statement of goals.
- Résumé.

Additional courses may also be required to correct any course deficiencies for those applicants without full preparation in physics and astronomy. Students entering the Physics graduate program with regular status are normally expected to have completed course work generally required for a bachelor's degree in physics, including mechanics, electricity and magnetism, thermal and statistical physics, and quantum mechanics. Students should contact the graduate program director for further information.

Current students in the existing Physics graduate program wishing to switch to the Planetary Sciences track must submit a letter to the Planetary Science Graduate Committee addressed to Dr. Dan Britt. The letter should include the request to join the planetary sciences track, the students degree goal (Masters), the name of the students planetary sciences adviser, and a brief description of their expected area of research. Upon departmental approval, a Graduate Status Change Form will be submitted to the College of Graduate Studies.

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

Planetary Sciences	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jun 15	Nov 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see [Funding for Graduate School](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

Fellowships

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

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: CAH Department: Writing and Rhetoric
Department Chair: David Wallace Phone: 407-823-1057
Academic Affairs Approved Instructor: Mark Hall

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Course Prefix	ENC	5276	Writing/Consulting: Theory and Practice	3
New or Proposed Revision				

30 Char. Abbreviation: NA (same as before)

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

NA (same as before) but course now being offered as split level.

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. _____

Repeat within same semester? ☐ Yes ☒ No

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 and approval from UWC Director. 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: ENC 4275

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?

The University Writing Center training should be largely the same for undergraduate and graduate consultants or tutors, and both sets of tutors must collaborate as part of the same workplace community for the UWC to run smoothly. Each set of students can offer the other important perspectives about the writing-related issues and needs of UCF students. Although the graduate version of the course is more difficult, the undergraduate version also challenges students with advanced theory and scholarship.

What majors require or recommend this course for graduation? Students in M.A. in Rhetoric and Composition.

If not a major requirement, what will be the source of students? University Writing Center tutors.

What is the estimated annual enrollment? 10

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

NA

Justification for Course Deletion

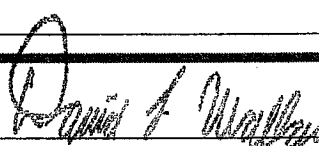
Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☒ No

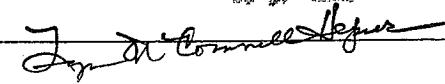
If yes, have the involved major departments been informed, in writing, of proposed deletion? ☐ Yes ☒ No

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

Notes:

Approval Signatures

Department Chair  Date 10/13/11

College Academic Standards  Date 11/10/11

College Dean _____ Date 11/10/11

Graduate Council _____ Date _____

Graduate Dean _____ Date _____



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Split-Level Class Action Request Form

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may compel a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework. In addition, it is important to differentiate each of the undergraduate and graduate course elements. To provide reviewers with a clear delineation of the differences between the 4000 and 5000 courses, Summary Tables 1 and 2 should be completed.

Please submit this form along with the completed Course Action Request (CAR) form. Include both the 4000 syllabus and the 5000 syllabus. **The 5000 syllabus should bold any additions or differences.**

Provide narrative rationale for split-level class:

The University Writing Center training should be largely the same for undergraduate and graduate consultants or tutors, and both sets of tutors must collaborate as part of the same workplace community for the UWC to run smoothly. Each set of students can offer the other important perspectives about the writing-related issues and needs of UCF students. Although the graduate version of the course is more difficult, the undergraduate version also challenges students with advanced theory and scholarship.

Table 1— List any course objectives or content:

1) that is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application;

or

2) in cases where entirely new objectives or content have been added to the existing undergraduate objectives and content, in the 5000 course column list any course elements that the graduate syllabus requires in addition to the elements of the undergraduate syllabus. For example, if there are 3 course readings in the undergraduate syllabus and a 4th reading was added for the graduate syllabus, list it in the 5000 course column and leave the 4000 course column blank.

Table 1 Differences Between 4000 and 5000 Course Objectives & Content

Course Element	4000 Course	5000 Course
Objective and Assignment	Become aware of theoretical models of writing center work.	Comparatively analyze and assess (in a paper) theoretical models of writing center work.
Objective and Assignment	Conduct tutoring conversation analysis.	Conduct and propose professional presentation of tutoring conversation analysis (at conference, etc.)
Assignment	One practicum analysis paper.	Two practicum analysis papers.

Table 2—List different or additional **assessment** elements (course assignments and tests that count toward the grade). For example, if an undergraduate course assignment that requires students to read an article and write a reflection has been expanded to require graduate students to read a book and present it to the class, the two versions of this assignment would be contrasted in this table. If a third exam was added for graduate students, list it in the 5000 column.

Table 2 Differences Between 4000 and 5000 Course Assessment

Course Element	4000 Course Assessment & % of grade	5000 Course Assessment & % of grade
Practicum Analysis Paper(s)	Assessed based on quality of description and analysis.	Assessed based on analysis but also use of scholarship to group + 25% of grade for each
Tutoring Conversation Analysis	Assessed based on thoroughness and specificity of analysis.	Also assessed based on tailoring analysis for scholarly forum arg + 25% of grade for each
Writing Center Theory Analysis	NA	Assessed based on application of theory. Part of final 25% of grade



**ENC 5276 (to be split level with 4275):
Writing/Consulting: Theory & Practice**

Day/Time:
Location:
R. Mark Hall, Ph.D.
Fall 2012

Office:
Hours:
Phone: (407) 823-0504
E-mail: RMarkHall@UCF.edu

Tentative Course Policies & Assignments

In order to meet course goals and objectives, I may occasionally revise assignments and due dates, as well as course requirements. It is your responsibility—even if you miss class—to learn of any changes and to complete all assigned work on time. Regularly check the online calendar, announcements on the Webcourse site, and your UCF e-mail for updates.

Course Description & Objectives

ENC 5276: Writing/Consulting Theory & Practice is both a seminar and practicum that educates student peer tutors to assist writers in the University Writing Center (UWC). Novice writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice.

In this course, you will discuss reading assignments, develop presentations, and engage in problem-solving sessions on teaching dilemmas encountered in the UWC. You will conduct multiple observations of tutoring sessions, and, in turn, will be observed by your colleagues. You will write weekly reflections about your tutoring practices and respond to reflections written by your classmates and, on occasion, to class readings. You will also lead a discussion about one of your tutoring sessions. *All students will write several papers analyzing their practicum experiences and various theoretical frameworks for tutoring. Graduate students will write two additional papers (one as a collaborative paper) and propose a scholarly presentation or publication for the Tutoring Conversation Analysis Paper.*

To fulfill the requirements of the practicum, you will be assigned 3-4 weekly tutoring hours that fit your schedule. You will begin working as a writing consultant during the third week of the semester. The practicum includes observations of tutoring sessions, weekly meetings and conversations with other writing consultants, and facilitation of student writing in the UWC.

ENC 4275/5276 provides professional experience in writing instruction. For some students, this may be the first course you have taken that assumes professional work practices on your part. As a writing consultant in the UWC, you now have a teaching role at UCF. Please take your responsibilities to the course and to your tutoring sessions seriously. Keep up with the work, including reading and writing assignments, observations, and the hours you are scheduled to work in the UWC. You should be available for consultation during each of your hours in the UWC, *whether or not you have an appointment scheduled in advance*. Arrive a few minutes early, and stay for the entire time you are scheduled to work. You are welcome to spend time in the UWC beyond your scheduled hours, but remember that this is an instructional setting, not a student lounge. Our goal is to foster an environment in which students can concentrate on writing and learning.



Gordon Rule

ENC 4275/5276 is a Gordon Rule course. You must earn at least a C- in order to fulfill Gordon Rule and GEP requirements. Over the course of the semester you will write at least four evaluated papers, as mandated by UCF and the Department of Writing and Rhetoric. Assignments that fulfill the Gordon Rule are indicated with an asterisk on the course calendar. Each requires the following characteristics:

1. It will have a clearly defined central idea
2. It will provide adequate support for that idea
3. It will be organized clearly and logically
4. It will show awareness of the conventions of standard written English.
5. It will be formatted and presented in an appropriate way

Accommodations for Disabled Students

If you have a disability or condition, which may impair your ability to complete assignments or otherwise satisfy course requirements, please meet with me to identify, discuss, and document any feasible instructional modifications or accommodations. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with UCF Student Disability Services, Ferrell Commons 7F, Room 185, 407-823-2371, TTY/TDD 407-823-2116, <http://sds.sdes.ucf.edu/>.

Required Texts

Barnett, Robert W., and Jacob S. Blumner, eds. *The Longman Guide to Writing Center Theory and Practice*. New York: Pearson Longman, 2008. Print.

Black, Laurel Johnson. *Between Talk and Teaching: Reconsidering the Writing Conference*. Logan, Utah State UP, 1998. Print.

Bruce, Shanti, and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors*. 2nd ed. Portsmouth: Boynton/Cook, 2009. Print.

A course pack of additional readings and handouts, available at the UCF bookstore (graduate students will read all of these, while undergraduate students will read some of them).

Attendance and Participation

As with any class, attendance is expected. Unlike many classes, however, this one will include in-class writing, reading activities, and discussion almost every session. The material covered in these activities and discussions is vital to your success and cannot be made up by looking at a classmate's notes. I take attendance and you get credit for having the readings done when you come to class, and for daily quality contributions to class discussions. Missed reading responses and in-class activities cannot be made up.

Come prepared to talk about reading and writing assignments, listen to your classmates' comments, and give all members of the class an opportunity to speak. Successful class discussion requires tolerance and respect for all members of the class. Bring an intelligent, open mind and a tolerant attitude toward the opinions of others.

Absences over 2 will result in a failing class participation grade. Once you have missed a third of the class meetings, you will be in danger of failing the course and will be encouraged to drop



and take it again another semester.

If you are absent for any reason, you are responsible for any modifications to the syllabus and/or assignments.

Late Attendance

Come to class on time. Being on time is a mark of respect for everyone in the class. I take attendance and collect assignments at the *beginning* of each class. If you do come to class late, it is your responsibility to see that I mark you present. If you are more than 10 minutes late, I will consider you absent.

Distracted Learning

You cannot learn if you are distracted. With that in mind, cell phones must be turned off during class. Your attention should be on the assigned work of the course. If you are distracted by your phone, computer, other technology, or activity, if you distract others, I will ask you to leave and count you absent.

Late Work

Late work will incur a significant penalty.

Academic Integrity, Plagiarism, and Misuse of Sources

Academic integrity is a shared responsibility at UCF. Instructors are responsible for teaching the rules and conventions of acknowledging sources in writing. Students are responsible for learning to use sources ethically and appropriately. As a writing consultant, you will help clients understand and avoid plagiarism, so you will need to study this issue carefully.

Plagiarism: The Department of Writing & Rhetoric has adopted the definition of *plagiarism* from the Council of Writing Program Administrators (WPA): "*In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source.*" This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers."

Misuse of sources: The WPA (and the Department of Writing & Rhetoric) distinguish *plagiarism* from *misuse of sources*: "A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately" (<http://www.wpacouncil.org/node/9>).

Consequences of academic dishonesty: Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a "Z" grade, which denotes academic dishonesty on your transcript.



If you consult a source and are unsure whether you have plagiarized or misused it, discuss your concerns with your instructor *before* submitting the assignment. If you submit an assignment for one UCF course and would like to submit it (or a similar version) for another course, you must first receive written permission from both instructors and then appropriately cite your earlier work.

Consult the following to learn more about academic integrity policies at UCF:

- *2011-2012 Undergraduate Catalog*, p. 12:
<http://www.catalog.sdes.ucf.edu/UCFUGRDCatalog1112.pdf>
- *The Golden Rule 2010-11 Student Handbook*, p. 17:
<http://goldenrule.sdes.ucf.edu/>
- Z Designation for Academic Dishonesty:
<http://z.ucf.edu/>
- Office of Student Conduct:
<http://osc.sdes.ucf.edu/process>

Conferences and Questions

I encourage you to approach me anytime you have questions—about assignments, about my comments on your work, about the movement of the course. If you have questions about a paper, bring it to a conference and we will discuss it. If my office hours are inconvenient for you, let me know and I will arrange an alternative time to meet with you.

You should have at least two conferences with me to discuss your writing this term, one early in the term, and one after midterm.

Assignments and Percentage of Overall Grade

1) Class Participation, Reading Responses, In-Class Writing & Small-Group Work (5%)

Since this is a discussion-based course, each of us is equally important to its success. Success depends on your thorough preparation and lively discussion every week. You are expected to come to every class meeting and to be on time. Come to class having read all the assignments—usually more than once. Come prepared to speak intelligently on the day's topics. I will occasionally ask you to write a question or a response to the assigned reading to turn in for credit.

2) Weekly Tutoring Session Reflections & Conversation (10%)

First, go to the "UCF University Writing Center" blog. To join, you must first create a WordPress.com account, with a username and password, then login. Follow the directions there for posting weekly tutoring session reflections.

During weeks 3-12, post at least once a week and comment on someone else's post at least twice a week.



Keep this purpose at the fore: This is a *discussion* board, so your goal is to generate genuine, sustained conversation over time. Simply posting your reflections in isolation doesn't do that. Instead, develop threads of conversation with multiple participants. Talk back to each other, post reflections in response to those of your classmates, draw connections among your experiences, pose and respond to questions, speculate about alternative tutoring practices.

Reflections examine tutoring sessions for that week. Each reflection should do the following:

- Describe the work you did in a particular tutoring session.
- Discuss teaching and learning opportunities you noticed while tutoring. Explain how you made the most of those opportunities. Identify missed opportunities too, and consider what you could do differently next time—and why.
- Explain some ways writing center theory supports—or challenges—your practice.
- Tell what you learned or thought about as a result of writing about the session.
- Share new questions a particular tutoring session raises for you. What puzzled you? What new do you wonder about?

In order to make your reflections as detailed and accurate as possible, jot down some quick notes following every tutoring session, describing the work you did. Use these session notes later to develop your reflections.

3) Case Discussion

(10%)

First, study “Teaching Smart People How to Learn,” by Chris Argyris, in your course pack. Argyris argues that one strategy for developing your thinking is to study, discuss, and analyze specific cases. That's the purpose of the Case Discussion.

A week or so before your discussion, come to talk with me in my office about what, exactly, you propose to do to lead discussion. This consultation is a significant part of this assignment. I'll help you prepare for success.

Present a *specific* tutoring session of your own to a group of class members. *Describe the session* briefly and direct your group to think about a *particular aspect of the session* together: some tension or problem, some significant issue that is both important to you and relevant to the class in terms of writing center theory and practice.

A successful discussion will be highly *interactive*, involving your entire group in extended conversation. Don't merely talk at us. Rather, in order to make your case study interactive, come to class prepared to present a specific *focus*—something for your group to *do*, a narrow topic to discuss or work on related to your session. If you want help understanding a session or some tension, for example, tell us what help you want and why. If you want suggestions for handling a situation in a session differently, tell us that. If you're working on a paper related to your session, bring a part of it to read and discuss for your presentation. Or you may bring part of a transcript for your group to read and analyze with you.

In short, the primary goal is to *involve your group in thinking deeply about theory in order for us to make sense of your session with you*. Case Discussions generally last about 25 minutes. As a successful presenter, you are responsible for keeping an eye on the clock and ensuring that your conversation stays within the time allotted.



4) Practicum Analysis Paper(s)

(25%)

Note: Undergraduate students do one, graduate students do both.

a) Observation Analysis

During weeks 3-6, observe a tutoring session, describe it in detail, and analyze what you see and hear using writing center theory. Take detailed notes of what you see and hear from both the consultant and the client. Pay particular attention to 4 features of the tutoring session:

- What, exactly, does the tutor *do*? What strategies or “moves” does she or he make?
- What does the consultant do to learn the client’s context for writing, particularly the writer’s understanding of the assignment?
- Do you see evidence that the tutor is successful in developing the writer’s understanding? If so, cite specific evidence from the session to support your claim.
- What opportunities for teaching and learning does the tutor recognize and make good on? What missed opportunities did you notice?
- Immediately after your observation, talk with the consultant and ask directly how she did—or did not—apply writing center theory in the session. (Ask *why* the tutor did what he did.)

In addition to describing the session and addressing the concerns above, use 3 texts from the course reading to develop an analysis of the teaching and learning you observed. Use the theory you’ve read to explain why you think the consultant made particular decisions in the session—and how those choices may have affected the client’s learning.

Obviously, you can’t write about everything you observed in a short paper. So don’t try to narrate the session from beginning to end. Instead, your paper should identify, early on, some specific *focus*—or central idea: Choose some particular issue or several closely connected concerns to address in your observation analysis.

An average analysis will describe the session, and then analyze it. A more sophisticated essay will weave together description and analysis throughout the essay. Try the more sophisticated—and more challenging—approach.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

b) Tutoring Session & Analysis: Becoming a Client

During weeks 3-6, sign up for a tutoring session with another consultant to work on a writing assignment from one of your classes this semester.



After your tutorial, write an analysis of your experience, including 3 parts: First, explain what you and the consultant did, and why. Use 3 of the assigned readings from class in your analysis. Avoid merely dropping in references, however. Instead, use the texts to explain why you worked together as you did. Consider the “moves” the consultant made. In what ways did his or her tutoring strategies reflect or resist some aspect of writing center theory and practice you’ve read about so far? Second, explain specifically what it felt like to be a client. Third, identify something you learned through the experience and the value that something has to you.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

5) Tutoring Conversation Analysis (25%)

Record at least two of your tutoring sessions early in the semester in anticipation of this assignment. You must obtain written permission from each client before you record. You must turn in a completed form, “Informed Consent for ‘Assessing Tutoring Practices in the University Writing Center,’” including both the tutee’s signature and yours.

Graduate students must propose a way to use this research beyond this course, in a public presentation, a conference paper, a thesis, or a publication, for example. This will require you to first complete an online training course on ethical practices in human subjects research. Register and log in at <<https://www.citiprogram.org/>>. Successfully complete the course called “Social & Behavioral Research - Basic/Refresher, Basic Course.” This course must be completed before you begin recording.

After you have successfully recorded a tutoring session you would like to write about, listen to the recording several times. Using Gilewicz and Thonus’s “Close Vertical Transcription” as a model, transcribe at least 15 minutes of the session, numbering each line, as Laurel Black does in *Between Talk and Teaching*, from beginning to end so that you can easily refer to particular moments in your essay.

Student identity *must* be protected: Do not use a student’s real name, and do not include identifying details about the student. In order to be in compliance with our human subjects research clearance, you must give me the recording of your session after you have transcribed it.

Write a paper analyzing your session, particularly the kinds of talk between you and the client. Black’s *Between Talk and Teaching: Reconsidering the Writing Conference* models ways of thinking about and analyzing your interactions with a student writer. Don’t imagine that all or most of what you write must be critique, however. Approach this paper with an open mind; feel free to focus on positive aspects of your session as well as problematic elements.

If this assignment works well, then you will demonstrate that you understand and can apply Black’s method of conversation analysis. In this effort, you will be engaged in a process of *discovery*: How is your *role* as writing consultant constructed and *why*; how is the client’s role



constructed and why; and what have you learned about the teaching and learning of writing by reflecting in detail on your recorded session?

Your essay should include the following:

- An introduction, including a brief description of the session and a specific *focus*;
- An *analysis* of the session, using Black's methods of conversation analysis; *explain* and use several specific strategies from Black;
- Several excerpts from the transcript;
- Concluding reflections that explain what you have learned by doing the transcription analysis;
- You may refer occasionally work of other theorists as you analyze the session; Black's strategies of conversation analysis, however, should be your *primary focus*.
- Attach a transcript to your paper. You must also turn in your recording and signed permission form before I will grade your essay.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

In addition to written feedback, you will meet with me individually to discuss your essay as you develop it.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

6) Theoretical Framework Paper(s) (25%)
Note: Undergraduate students will complete paper a, while graduate students will complete both papers.

a) Examine a Writing Center Tension

Study two articles in your course pack by Nancy Grimm:

"New Conceptual Frameworks for Writing Center Work." *The Writing Center Journal* 29.2 (2009): 11-27. Print.

"Rearticulating the Work of the Writing Center." *College Composition and Communication* 47.4 (1996): 523-548. Print.

Using Grimm's articles to provide a theoretical framework—or lens—for your paper, examine a tension you have encountered in the UWC or in your training to work as a writing consultant. This might be a tension you have experienced during a session you have conducted or one you have observed. If you prefer, you may focus on a relevant tension you have experienced in the context of this course. Your paper should include the following:

- Detailed description of the tension;
- Thorough analysis of the tension, using ideas and specific terms from Grimm's articles;



- Substantial incorporation of ideas from at least one other reading from the class to develop your analysis;
- Reflection on what you have learned by applying Grimm's ideas and those of others in your analysis.

You need not agree with Grimm or other authors you cite. Rather, a successful paper will demonstrate that you have read and *understood* the reading and that you are beginning to *use* theory when reflecting on writing center problems and practices. You should quote from the texts you use occasionally and paraphrase their ideas from time to time. Use MLA-style in-text documentation.

Essays will be shared in class in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response. In addition to written feedback, you will meet with me individually to discuss your essay as you develop it.

First and foremost, I will assess your essay based on how thoroughly and effectively you have answered each assignment requirement.

b) Collaborative Writing Center Theory Analysis

Using at least two theoretical perspectives—activity theory and one other of your choice—from the reading in the course, write a collaborative analysis with a small group of classmates, examining one particular tutoring session. Your essay should briefly describe the work of the session. It should accurately explain the theories you select and demonstrate their use as a framework for thinking about writing and how it is learned.

Your essay should also include a reflection on what you have learned as a result of completing this project together with your peers. *Do not divide up the paper into separate sections for each group member to complete independently; rather, each group member should contribute equally to writing all parts of the essay.*

I recommend using "Google Docs" to facilitate your collaborative writing: Here's a quick video about how it works: <<http://www.youtube.com/watch?v=eRqUE6IHTEA>>.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.



Tentative Schedule

Complete assigned reading and writing below before you come to class.

Week	Assigned Reading	Activities	Assignments Due
[1]	<p>To read in class:</p> <p>Leahy, Richard. "What the College Writing Center Is—and Isn't." <i>College Teaching</i> 38.2 (1990): 43-48. Print. (Course pack).</p>	<p>Introduction to the course.</p> <p>Sign up for weekly schedule of tutoring hours.</p>	
	<p>Leahy, Richard. "What the College Writing Center Is—and Isn't." <i>College Teaching</i> 38.2 (1990): 43-48. Print. (Course pack).</p> <p>Lunsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." <i>The Longman Guide to Writing Center Theory and Practice</i>. Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 92-99. Print.</p>	<p>Discuss the work of the UWC and your role in it.</p> <p>Sign up for the UWC blog. Create a username and password so that you can post your weekly reflections about tutoring and respond to the posts of your classmates.</p> <p>DON'T create your own blog; just register a username with Wordpress, then I can grant you access to the UWC blog.</p>	<p>Reading response assignment (1 page):</p> <p>Based on your understanding of Leahy and Lunsford, what underlying values, assumptions, and beliefs--what habits of mind--prevail in an effective writing center?</p> <p>Study your syllabus and assignments, then bring your questions to class.</p>
[2]	<p>Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i>. Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).</p> <p>Gillespie, Paula, and Neal Lerner. "Observing in the Writing</p>	<p>Discuss tutoring strategies to learn the "context for writing."</p> <p>Discuss observation assignment.</p> <p>If you have not yet had your photo taken for the WRC bulletin board, go by David</p>	<p>Reading response assignment (1 page):</p> <p>What does activity theory help us to understand about the teaching and learning of writing?</p> <p>Arrange with a classmate to observe and discuss a tutoring</p>



	Center." <i>The Longman Guide to Peer Tutoring</i> . 2 nd ed. New York: Pearson/Longman, 2008. 64-66. Print. (Course pack).	Landrum's office to do so today.	session during weeks 3-6. (Please note: The UWC is not always busy early in the semester. If you arrange for an observation at a time when no one makes an appointment, then reschedule for another time.)
	<p>Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i>. Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).</p> <p>Newkirk, Thomas. "The First Five Minutes: Setting the Agenda in a Writing Conference." <i>The Longman Guide to Writing Center Theory and Practice</i>. Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 302-15. Print.</p>	Discuss tutoring strategies to learn the "context for writing."	
[3]	<p>McAndrew, Donald A., and Thomas J. Reigstad. "What Tutoring Is: Models and Strategies." <i>Tutoring Writing: A Practical Guide for Conferences</i>. Portsmouth, NH: Boynton/Cook, 2001. 42-69. Print. (Course pack).</p> <p>Leki, Ilona. "Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes Among ESL Students Visiting a Writing Center." <i>ESL Writers: A Guide for Writing</i></p>	<p>Discuss ways to write an effective session reflection on the UWC blog.</p> <p>Schedule Case Discussions.</p>	Observe a writing consultation.

	<p><i>Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 1-17. Print.</p> <p>Gillespie, Paula, and Neal Lerner. "Reflecting on the First Session." <i>The Allyn and Bacon Guide to Peer Tutoring</i>. 2nd ed. New York: Pearson/Longman, 2004. 100-01. Print. (Course pack).</p>		
[4]	<p>Barton, David. <i>Literacy: An Introduction to the Ecology of Written Language</i>. Oxford: Blackwell, 2007. 33-50. Print. (Course pack).</p> <p>Tseng, Theresa Jiinling. "Theoretical Perspectives on Learning a Second Language." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 18-32. Print.</p>	<p>Discuss what we mean by "literate" & "literacy."</p> <p>Model Case Discussion.</p>	<p>Reading response assignment - Post to Moodle discussion board before class:</p> <p>Understanding literacy and literacy learning is essential to effective tutoring, so give Barton's chapter careful attention.</p> <p>In your own words, write an explanation of what Barton means by the following. Point to evidence from the text to support your answers. Once you've explained Barton's idea, say how you think each claim about literacy might inform your work as a tutor:</p> <ol style="list-style-type: none"> 1. "Literacy is a social activity." 2. "People have different literacies." 3. "Literacies are situated in broader social relations." 4. "Literacy is part of our thinking."



			<p>5. "Our attitudes and values with respect to literacy guide our actions."</p> <p>6. "A literacy event has a social history."</p> <p>Observe a writing consultation.</p>
	<p>Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." <i>College Composition and Communication</i> 47.4 (1996): 523-548. Print.</p>	<p>Draw connections between Barton and Grimm.</p>	
[5]	<p>Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." <i>The Writing Center Journal</i> 29.2 (2009): 11-27. Print.</p> <p>Matsuda, Paul Kei, and Michelle Cox. "Reading an ESL Writer's Text." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 42-50. Print.</p>	<p>Discuss recording for the conversation analysis paper.</p>	<p>Observe a writing consultation.</p>
	<p>Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." <i>College Composition and Communication</i> 47.4 (1996): 523-548. Print.</p> <p>Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." <i>The Writing Center Journal</i> 29.2 (2009): 11-27. Print.</p>	<p>Case Discussions:</p> <p>1 _____</p> <p>2 _____</p> <p>Discuss the tension paper.</p>	<p>Reading response assignment - Post to the UWC blog before class:</p> <p>Read a few recent posts to the UWC blog. Pick ONE to respond to. Use an idea from Grimm to think through some issue raised in the post. One way to think of this brief assignment might be</p>

			<p>this: What might Grimm say, how might she respond to the post, and why? In your response, you should refer to a specific moment from one of Grimm's articles, with a page number. Quote her and EXPLAIN what she means.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[6]	<p>Bazerman, Charles. "The Life of Genre, the Life in the Classroom." <i>Genre and Writing: Issues, Arguments, Alternatives</i>. Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).</p> <p>To think about as you read:</p> <p>What makes "genre-knowledge" important to tutoring writing?</p>	<p>Draw connections between genre theory, activity theory, and literacy theory.</p>	<p>Observe a writing consultation.</p>
	<p>Bazerman, Charles. "The Life of Genre, the Life in the Classroom." <i>Genre and Writing: Issues, Arguments, Alternatives</i>. Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).</p> <p>Argyris, Chris. "Teaching Smart People How to Learn." <i>Harvard Business Review</i> 69.3 (1991): 4-15. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>3 _____</p> <p>4 _____</p>	<p>With a client's permission, record one of your tutoring sessions.</p>
	Rafoth, Ben. "English for Those	Discuss observation	Observation paper

[7]	<p>Who (Think They) Already Know It." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 208-16. Print.</p>	<p>papers in small groups, identify priorities for revision.</p>	<p>due: Post on Webcourse discussion board before class. And bring a hard copy to class.</p>
	<p>Harris, Muriel, and Tony Silva. "Tutoring ESL Students: Issues and Options." <i>College Composition and Communication</i> 44.4 (1993): 525-37. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>5 _____</p> <p>6 _____</p> <p>Discuss conversation analysis paper.</p>	<p>Reading response assignment - Bring to class completed today:</p> <p>With frequent references to the text, make a list—as complete as you can—of specific strategies you find in Harris and Silva's "Tutoring ESL Students: Issues and Options." Write your list to share in class on the document camera.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[8]	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 2 & 3. 39-85.</p>	<p>Case Discussions:</p> <p>7 _____</p> <p>8 _____</p> <p>Discuss principles of conversation analysis.</p>	<p>Revised observation paper due: Post on Webcourse discussion board before class.</p> <p>Reading response assignment - Bring completed to class today:</p> <p>What does Black do with the transcripts she analyzes? (What features of talk does conversation analysis examine?) Make a list of the different strategies she uses,</p>

			<p>such as counting words and counting conversational turns, to analyze the discourse of conferences. Include the page numbers. Explain each strategy in your own words.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[9]	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 2 & 3. 39-85.</p>	<p>Use Black's strategies of conversation analysis to analyze transcript segments.</p> <p>Read and discuss conversation analysis papers from previous tutors.</p>	
	<p>Gilewicz, Magdalena, and Terese Thonus. "Close Vertical Transcription." <i>The Writing Center Journal</i> 24.1 (2003): 25-49. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>9 _____</p> <p>10 _____</p> <p>Discuss tension papers in small groups, identify priorities for revision.</p>	<p>Tension paper due: Post on Webcourse discussion board before class. And bring a hard copy to class.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[10]	<p>Gilewicz, Magdalena, and Terese Thonus. "Close Vertical Transcription." <i>The Writing Center Journal</i> 24.1 (2003): 25-49. Print. (Course pack).</p>	<p>Practice transcript analysis.</p>	<p>Begin transcribing one of your recorded tutoring sessions.</p>
	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 4 & 5. 87-146.</p>	<p>Case Discussions:</p> <p>11 _____</p> <p>12 _____</p>	<p>Transcribe a segment—a page or two—of one of your recorded sessions, then bring it to class for discussion.</p>

<p>[11]</p>	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 4 & 5. 87-146.</p>	<p>Discuss transcriptions in small groups, identify issues to write about.</p>	<p>Revised tension paper due: Post on Webcourse discussion board before class.</p> <p>Transcribe a segment—a page or two—of one of your recorded sessions, then bring it to class for discussion.</p>
	<p>Johnson, JoAnn. "Reevaluation of the Question as a Teaching Tool." <i>Dynamics of the Writing Conference: Social and Cognitive Interaction</i>. Eds. Thomas Flynn and Mary King. Urbana: NCTE, 1993. 34-39. Print. (Course pack).</p> <p>Deckert, Sharon K. "A(n)/The/Article About Articles." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 105-15. Print.</p>	<p>Case Discussions:</p> <p>13 _____</p> <p>14 _____</p> <p>Explain the learning theory that leads to the view that questioning is a flawed tutoring strategy.</p> <p>Paraphrase the 3 reasons questioning may be problematic.</p> <p>Identify the evidence—list her sources—Johnson provides to support her argument against questioning.</p> <p>Paraphrase Johnson's 3 alternatives to questioning. Suggest additional alternatives.</p> <p>Examine the questions you ask in your transcription: How do they inhibit or</p>	<p>Bring your transcript to class for analysis.</p>

		enhance the student's understanding? (How can you tell?) What more effective alternatives can you imagine?	
[12]	Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i> . Logan: Utah State UP, 1998. Chapt. 6. 147-67.	<p>Discuss transcriptions in small groups, identify issues to write about.</p> <p>Questions to develop your analysis:</p> <p>What work are you doing? (Listening, asking questions, offering advice, directing, showing how to use some resource, reading, etc.?)</p> <p>What are some ways your talk affects the work?</p> <p>To support your claims about the ways talk shapes what gets done, point to some conversation features Black or Gilewicz and Thonus might notice.</p> <p>Using their key terms, explain those features and why they matter.</p> <p>So what? How does analyzing patterns of talk help you to understand and to improve your tutoring?</p>	Bring your transcript to class for analysis.



		Case Discussions: 15 _____ 16 _____ Discuss transcription papers in small groups, identify priorities for revision.	Conversation analysis paper due: Post, along with a copy of your transcript, on the Webcourse discussion board before class. And bring a hard copy to class.
[13]	Horner, Bruce, and Min-Zhan Lu. "Re-thinking the 'Sociality' of Error: Teaching Editing as Negotiation." <i>Representing the 'Other': Basic Writers and the Teaching of Basic Writing (Refiguring English Studies)</i> . Urbana, IL: NCTE, 1999. 139-65. Print. (Handout).	Discuss transcription papers in small groups, identify priorities for revision.	Arrange a conference to discuss your conversation analysis paper.
	Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i> . Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack).	Case Discussions: 17 _____ 18 _____	
[14]	Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i> . Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack). Bourman, Kurt. "Raising Questions About Plagiarism." <i>ESL Writers: A Guide for Writing Center Tutors</i> . 2 nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 161-75.	Meet in Computer Lab. Discuss activity theory. Begin work on collaborative paper.	Arrange a conference to discuss your conversation analysis paper.



	<p>Print.</p> <p>Council of Writing Program Administrators. "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices." http://www.wpacouncil.org/node/9.</p>		
[15]		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	<p>Revised conversation analysis paper due: Post on the Webcourse discussion board before class.</p> <p>Turn in recording and permission form for the conversation analysis assignment.</p>
		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p> <p>Case Discussions:</p> <p>19 _____</p> <p>20 _____</p>	
[16]		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	
		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	
	Final Exam	Meet in Computer Lab.	Post final copy of your collaborative



		Complete and discuss collaborative paper.	paper on the Webcourse discussion board before the end of class.
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**ENC 4275 (to be split level with 5276):
Writing/Consulting: Theory & Practice**

Day/Time:

Location:

R. Mark Hall, Ph.D.
Fall 2012

Office:

Hours:

Phone: (407) 823-0504
E-mail: RMarkHall@UCF.edu

Tentative Course Policies & Assignments

In order to meet course goals and objectives, I may occasionally revise assignments and due dates, as well as course requirements. It is your responsibility—even if you miss class—to learn of any changes and to complete all assigned work on time. Regularly check the online calendar, announcements on the Webcourse site, and your UCF e-mail for updates.

Course Description & Objectives

ENC 4275: Writing/Consulting Theory & Practice is both a seminar and practicum that educates student peer tutors to assist writers in the University Writing Center (UWC). Novice writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice.

In this course, you will discuss reading assignments, develop presentations, and engage in problem-solving sessions on teaching dilemmas encountered in the UWC. You will conduct multiple observations of tutoring sessions, and, in turn, will be observed by your colleagues. You will write weekly reflections about your tutoring practices and respond to reflections written by your classmates and, on occasion, to class readings. You will also lead a discussion about one of your tutoring sessions. All students will write several papers analyzing their practicum experiences and various theoretical frameworks for tutoring.

To fulfill the requirements of the practicum, you will be assigned 3-4 weekly tutoring hours that fit your schedule. You will begin working as a writing consultant during the third week of the semester. The practicum includes observations of tutoring sessions, weekly meetings and conversations with other writing consultants, and facilitation of student writing in the UWC.

ENC 4275/5276 provides professional experience in writing instruction. For some students, this may be the first course you have taken that assumes professional work practices on your part. As a writing consultant in the UWC, you now have a teaching role at UCF. Please take your responsibilities to the course and to your tutoring sessions seriously. Keep up with the work, including reading and writing assignments, observations, and the hours you are scheduled to work in the UWC. You should be available for consultation during each of your hours in the UWC, *whether or not you have an appointment scheduled in advance*. Arrive a few minutes early, and stay for the entire time you are scheduled to work. You are welcome to spend time in the UWC beyond your scheduled hours, but remember that this is an instructional setting, not a student lounge. Our goal is to foster an environment in which students can concentrate on writing and learning.

Gordon Rule



ENC 4275/5276 is a Gordon Rule course. You must earn at least a C- in order to fulfill Gordon Rule and GEP requirements. Over the course of the semester you will write at least four evaluated papers, as mandated by UCF and the Department of Writing and Rhetoric. Assignments that fulfill the Gordon Rule are indicated with an asterisk on the course calendar. Each requires the following characteristics:

1. It will have a clearly defined central idea
2. It will provide adequate support for that idea
3. It will be organized clearly and logically
4. It will show awareness of the conventions of standard written English.
5. It will be formatted and presented in an appropriate way

Accommodations for Disabled Students

If you have a disability or condition, which may impair your ability to complete assignments or otherwise satisfy course requirements, please meet with me to identify, discuss, and document any feasible instructional modifications or accommodations. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with UCF Student Disability Services, Ferrell Commons 7F, Room 185, 407-823-2371, TTY/TDD 407-823-2116, <http://sds.sdes.ucf.edu/>.

Required Texts

Barnett, Robert W., and Jacob S. Blumner, eds. *The Longman Guide to Writing Center Theory and Practice*. New York: Pearson Longman, 2008. Print.

Black, Laurel Johnson. *Between Talk and Teaching: Reconsidering the Writing Conference*. Logan, Utah State UP, 1998. Print.

Bruce, Shanti, and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors*. 2nd ed. Portsmouth: Boynton/Cook, 2009. Print.

A course pack of additional readings and handouts, available at the UCF bookstore (graduate students will read all of these, while undergraduate students will read some of them).

Attendance and Participation

As with any class, attendance is expected. Unlike many classes, however, this one will include in-class writing, reading activities, and discussion almost every session. The material covered in these activities and discussions is vital to your success and cannot be made up by looking at a classmate's notes. I take attendance and you get credit for having the readings done when you come to class, and for daily quality contributions to class discussions. Missed reading responses and in-class activities cannot be made up.

Come prepared to talk about reading and writing assignments, listen to your classmates' comments, and give all members of the class an opportunity to speak. Successful class discussion requires tolerance and respect for all members of the class. Bring an intelligent, open mind and a tolerant attitude toward the opinions of others.

Absences over 2 will result in a failing class participation grade. Once you have missed a third of the class meetings, you will be in danger of failing the course and will be encouraged to drop and take it again another semester.



If you are absent for any reason, you are responsible for any modifications to the syllabus and/or assignments.

Late Attendance

Come to class on time. Being on time is a mark of respect for everyone in the class. I take attendance and collect assignments at the *beginning* of each class. If you do come to class late, it is your responsibility to see that I mark you present. If you are more than 10 minutes late, I will consider you absent.

Distracted Learning

You cannot learn if you are distracted. With that in mind, cell phones must be turned off during class. Your attention should be on the assigned work of the course. If you are distracted by your phone, computer, other technology, or activity, if you distract others, I will ask you to leave and count you absent.

Late Work

Late work will incur a significant penalty.

Academic Integrity, Plagiarism, and Misuse of Sources

Academic integrity is a shared responsibility at UCF. Instructors are responsible for teaching the rules and conventions of acknowledging sources in writing. Students are responsible for learning to use sources ethically and appropriately. As a writing consultant, you will help clients understand and avoid plagiarism, so you will need to study this issue carefully.

Plagiarism: The Department of Writing & Rhetoric has adopted the definition of *plagiarism* from the Council of Writing Program Administrators (WPA): "*In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*" This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers."

Misuse of sources: The WPA (and the Department of Writing & Rhetoric) distinguish *plagiarism* from *misuse of sources*: "A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately" (<http://www.wpacouncil.org/node/9>).

Consequences of academic dishonesty: Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a "Z" grade, which denotes academic dishonesty on your transcript.

If you consult a source and are unsure whether you have plagiarized or misused it, discuss your concerns with your instructor *before* submitting the assignment. If you submit an assignment for one UCF course and would like to submit it (or a similar version) for another course, you must



first receive written permission from both instructors and then appropriately cite your earlier work.

Consult the following to learn more about academic integrity policies at UCF:

- *2011-2012 Undergraduate Catalogue, p. 12:*
<http://www.catalog.sdes.ucf.edu/UCFUGRDCatalog1112.pdf>
- *The Golden Rule 2010-11 Student Handbook, p. 17:*
<http://goldenrule.sdes.ucf.edu/>
- Z Designation for Academic Dishonesty:
<http://z.ucf.edu/>
- Office of Student Conduct:
<http://osc.sdes.ucf.edu/process>

Conferences and Questions

I encourage you to approach me anytime you have questions—about assignments, about my comments on your work, about the movement of the course. If you have questions about a paper, bring it to a conference and we will discuss it. If my office hours are inconvenient for you, let me know and I will arrange an alternative time to meet with you.

You should have at least two conferences with me to discuss your writing this term, one early in the term, and one after midterm.

Assignments and Percentage of Overall Grade

1) Class Participation, Reading Responses, In-Class Writing & Small-Group Work (5%)

Since this is a discussion-based course, each of us is equally important to its success. Success depends on your thorough preparation and lively discussion every week. You are expected to come to every class meeting and to be on time. Come to class having read all the assignments—usually more than once. Come prepared to speak intelligently on the day's topics. I will occasionally ask you to write a question or a response to the assigned reading to turn in for credit.

2) Weekly Tutoring Session Reflections & Conversation (10%)

First, go to the "UCF University Writing Center" blog. To join, you must first create a WordPress.com account, with a username and password, then login. Follow the directions there for posting weekly tutoring session reflections.

During weeks 3-12, post at least once a week and comment on someone else's post at least twice a week.

Keep this purpose at the fore: This is a *discussion* board, so your goal is to generate genuine, sustained conversation over time. Simply posting your reflections in isolation doesn't do that. Instead, develop threads of conversation with multiple participants. Talk back to each other,



post reflections in response to those of your classmates, draw connections among your experiences, pose and respond to questions, speculate about alternative tutoring practices.

Reflections examine tutoring sessions for that week. Each reflection should do the following:

- Describe the work you did in a particular tutoring session.
- Discuss teaching and learning opportunities you noticed while tutoring. Explain how you made the most of those opportunities. Identify missed opportunities too, and consider what you could do differently next time—and why.
- Explain some ways writing center theory supports—or challenges—your practice.
- Tell what you learned or thought about as a result of writing about the session.
- Share new questions a particular tutoring session raises for you. What puzzled you? What new do you wonder about?

In order to make your reflections as detailed and accurate as possible, jot down some quick notes following every tutoring session, describing the work you did. Use these session notes later to develop your reflections.

3) Case Discussion

(10%)

First, study “Teaching Smart People How to Learn,” by Chris Argyris, in your course pack. Argyris argues that one strategy for developing your thinking is to study, discuss, and analyze specific cases. That’s the purpose of the Case Discussion.

A week or so before your discussion, come to talk with me in my office about what, exactly, you propose to do to lead discussion. This consultation is a significant part of this assignment. I’ll help you prepare for success.

Present a *specific* tutoring session of your own to a group of class members. *Describe the session* briefly and direct your group to think about a *particular aspect of the session* together: some tension or problem, some significant issue that is both important to you and relevant to the class in terms of writing center theory and practice.

A successful discussion will be highly *interactive*, involving your entire group in extended conversation. Don’t merely talk at us. Rather, in order to make your case study interactive, come to class prepared to present a specific *focus*—something for your group to *do*, a narrow topic to discuss or work on related to your session. If you want help understanding a session or some tension, for example, tell us what help you want and why. If you want suggestions for handling a situation in a session differently, tell us that. If you’re working on a paper related to your session, bring a part of it to read and discuss for your presentation. Or you may bring part of a transcript for your group to read and analyze with you.

In short, the primary goal is to *involve your group in thinking deeply about theory in order for us to make sense of your session with you*. Case Discussions generally last about 25 minutes. As a successful presenter, you are responsible for keeping an eye on the clock and ensuring that your conversation stays within the time allotted.

4) Practicum Analysis Paper(s)

(25%)



Note: Choose either a or b option.

a) Observation Analysis

During weeks 3-6, observe a tutoring session, describe it in detail, and analyze what you see and hear using writing center theory. Take detailed notes of what you see and hear from both the consultant and the client. Pay particular attention to 4 features of the tutoring session:

- What, exactly, does the tutor *do*? What strategies or “moves” does she or he make?
- What does the consultant do to learn the client’s context for writing, particularly the writer’s understanding of the assignment?
- Do you see evidence that the tutor is successful in developing the writer’s understanding? If so, cite specific evidence from the session to support your claim.
- What opportunities for teaching and learning does the tutor recognize and make good on? What missed opportunities did you notice?
- Immediately after your observation, talk with the consultant and ask directly how she did—or did not—apply writing center theory in the session. (Ask *why* the tutor did what he did.)

In addition to describing the session and addressing the concerns above, use 3 texts from the course reading to develop an analysis of the teaching and learning you observed. Use the theory you’ve read to explain why you think the consultant made particular decisions in the session—and how those choices may have affected the client’s learning.

Obviously, you can’t write about everything you observed in a short paper. So don’t try to narrate the session from beginning to end. Instead, your paper should identify, early on, some specific *focus*—or central idea: Choose some particular issue or several closely connected concerns to address in your observation analysis.

An average analysis will describe the session, and then analyze it. A more sophisticated essay will weave together description and analysis throughout the essay. Try the more sophisticated—and more challenging—approach.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

b) Tutoring Session & Analysis: Becoming a Client

During weeks 3-6, sign up for a tutoring session with another consultant to work on a writing assignment from one of your classes this semester.

After your tutorial, write an analysis of your experience, including 3 parts: First, explain what you and the consultant did, and why. Use 3 of the assigned readings from class in your analysis. Avoid merely dropping in references, however. Instead, use the texts to explain why you worked together as you did. Consider the “moves” the consultant made. In what ways did his or her



tutoring strategies reflect or resist some aspect of writing center theory and practice you've read about so far? Second, explain specifically what it felt like to be a client. Third, identify something you learned through the experience and the value that something has to you.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

5) Tutoring Conversation Analysis

(25%)

Record at least two of your tutoring sessions early in the semester in anticipation of this assignment. You must obtain written permission from each client before you record. You must turn in a completed form, "Informed Consent for 'Assessing Tutoring Practices in the University Writing Center,'" including both the tutee's signature and yours.

After you have successfully recorded a tutoring session you would like to write about, listen to the recording several times. Using Gilewicz and Thonus's "Close Vertical Transcription" as a model, transcribe at least 15 minutes of the session, numbering each line, as Laurel Black does in *Between Talk and Teaching*, from beginning to end so that you can easily refer to particular moments in your essay.

Student identity *must* be protected: Do not use a student's real name, and do not include identifying details about the student. In order to be in compliance with our human subjects research clearance, you must give me the recording of your session after you have transcribed it.

Write a paper analyzing your session, particularly the kinds of talk between you and the client. Black's *Between Talk and Teaching: Reconsidering the Writing Conference* models ways of thinking about and analyzing your interactions with a student writer. Don't imagine that all or most of what you write must be critique, however. Approach this paper with an open mind; feel free to focus on positive aspects of your session as well as problematic elements.

If this assignment works well, then you will demonstrate that you understand and can apply Black's method of conversation analysis. In this effort, you will be engaged in a process of *discovery*: How is your *role* as writing consultant constructed and *why*; how is the client's role constructed and why; and what have you learned about the teaching and learning of writing by reflecting in detail on your recorded session?

Your essay should include the following:

- An introduction, including a brief description of the session and a specific *focus*;
- An *analysis* of the session, using Black's methods of conversation analysis; *explain* and use several specific strategies from Black;
- Several excerpts from the transcript;
- Concluding reflections that explain what you have learned by doing the transcription analysis;



- You may refer occasionally work of other theorists as you analyze the session; Black's strategies of conversation analysis, however, should be your *primary focus*.
- Attach a transcript to your paper. You must also turn in your recording and signed permission form before I will grade your essay.

Essays will be shared in small groups in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response.

In addition to written feedback, you will meet with me individually to discuss your essay as you develop it.

First and foremost, I will assess your essay based upon how thoroughly and effectively you have answered each assignment requirement.

6) Theoretical Framework Paper: Examination of Writing Center Tension (25%)

Study two articles in your course pack by Nancy Grimm:

"New Conceptual Frameworks for Writing Center Work." *The Writing Center Journal* 29.2 (2009): 11-27. Print.

"Rearticulating the Work of the Writing Center." *College Composition and Communication* 47.4 (1996): 523-548. Print.

Using Grimm's articles to provide a theoretical framework—or lens—for your paper, examine a tension you have encountered in the UWC or in your training to work as a writing consultant. This might be a tension you have experienced during a session you have conducted or one you have observed. If you prefer, you may focus on a relevant tension you have experienced in the context of this course. Your paper should include the following:

- Detailed description of the tension;
- Thorough analysis of the tension, using ideas and specific terms from Grimm's articles;
- Substantial incorporation of ideas from at least one other reading from the class to develop your analysis;
- Reflection on what you have learned by applying Grimm's ideas and those of others in your analysis.

You need not agree with Grimm or other authors you cite. Rather, a successful paper will demonstrate that you have read and *understood* the reading and that you are beginning to *use* theory when reflecting on writing center problems and practices. You should quote from the texts you use occasionally and paraphrase their ideas from time to time. Use MLA-style in-text documentation.

Essays will be shared in class in order to get and give feedback and suggestions for revision. Draft work and peer responses count as a significant part of your grade. Only a complete draft, brought to class on time, will be acceptable for peer response. In addition to written feedback, you will meet with me individually to discuss your essay as you develop it.



First and foremost, I will assess your essay based on how thoroughly and effectively you have answered each assignment requirement.



Tentative Schedule

Complete assigned reading and writing below before you come to class.

Week	Assigned Reading	Activities	Assignments Due
[1]	<p>To read in class:</p> <p>Leahy, Richard. "What the College Writing Center Is—and Isn't." <i>College Teaching</i> 38.2 (1990): 43-48. Print. (Course pack).</p>	<p>Introduction to the course.</p> <p>Sign up for weekly schedule of tutoring hours.</p>	
	<p>Leahy, Richard. "What the College Writing Center Is—and Isn't." <i>College Teaching</i> 38.2 (1990): 43-48. Print. (Course pack).</p> <p>Lunsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." <i>The Longman Guide to Writing Center Theory and Practice</i>. Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 92-99. Print.</p>	<p>Discuss the work of the UWC and your role in it.</p> <p>Sign up for the UWC blog. Create a username and password so that you can post your weekly reflections about tutoring and respond to the posts of your classmates.</p> <p>DON'T create your own blog; just register a username with Wordpress, then I can grant you access to the UWC blog.</p>	<p>Reading response assignment (1 page):</p> <p>Based on your understanding of Leahy and Lunsford, what underlying values, assumptions, and beliefs--what habits of mind--prevail in an effective writing center?</p> <p>Study your syllabus and assignments, then bring your questions to class.</p>
[2]	<p>Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i>. Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).</p> <p>Gillespie, Paula, and Neal Lerner. "Observing in the Writing</p>	<p>Discuss tutoring strategies to learn the "context for writing."</p> <p>Discuss observation assignment.</p> <p>If you have not yet had your photo taken for the WRC bulletin board, go by David</p>	<p>Reading response assignment (1 page):</p> <p>What does activity theory help us to understand about the teaching and learning of writing?</p> <p>Arrange with a classmate to observe and discuss a tutoring</p>



	Center." <i>The Longman Guide to Peer Tutoring</i> . 2 nd ed. New York: Pearson/Longman, 2008. 64-66. Print. (Course pack).	Landrum's office to do so today.	session during weeks 3-6. (Please note: The UWC is not always busy early in the semester. If you arrange for an observation at a time when no one makes an appointment, then reschedule for another time.)
	<p>Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i>. Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).</p> <p>Newkirk, Thomas. "The First Five Minutes: Setting the Agenda in a Writing Conference." <i>The Longman Guide to Writing Center Theory and Practice</i>. Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 302-15. Print.</p>	Discuss tutoring strategies to learn the "context for writing."	
[3]	<p>McAndrew, Donald A., and Thomas J. Reigstad. "What Tutoring Is: Models and Strategies." <i>Tutoring Writing: A Practical Guide for Conferences</i>. Portsmouth, NH: Boynton/Cook, 2001. 42-69. Print. (Course pack).</p> <p>Leki, Ilona. "Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes Among ESL Students Visiting a Writing Center." <i>ESL Writers: A Guide for Writing</i></p>	<p>Discuss ways to write an effective session reflection on the UWC blog.</p> <p>Schedule Case Discussions.</p>	Observe a writing consultation.

	<p><i>Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 1-17. Print.</p> <p>Gillespie, Paula, and Neal Lerner. "Reflecting on the First Session." <i>The Allyn and Bacon Guide to Peer Tutoring</i>. 2nd ed. New York: Pearson/Longman, 2004. 100-01. Print. (Course pack).</p>		
[4]	<p>Barton, David. <i>Literacy: An Introduction to the Ecology of Written Language</i>. Oxford: Blackwell, 2007. 33-50. Print. (Course pack).</p> <p>Tseng, Theresa Jiinling. "Theoretical Perspectives on Learning a Second Language." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 18-32. Print.</p>	<p>Discuss what we mean by "literate" & "literacy."</p> <p>Model Case Discussion.</p>	<p>Reading response assignment - Post to Moodle discussion board before class:</p> <p>Understanding literacy and literacy learning is essential to effective tutoring, so give Barton's chapter careful attention.</p> <p>In your own words, write an explanation of what Barton means by the following. Point to evidence from the text to support your answers. Once you've explained Barton's idea, say how you think each claim about literacy might inform your work as a tutor:</p> <ol style="list-style-type: none"> 1. "Literacy is a social activity." 2. "People have different literacies." 3. "Literacies are situated in broader social relations." 4. "Literacy is part of our thinking."



			<p>5. "Our attitudes and values with respect to literacy guide our actions."</p> <p>6. "A literacy event has a social history."</p> <p>Observe a writing consultation.</p>
	<p>Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." <i>College Composition and Communication</i> 47.4 (1996): 523-548. Print.</p>	<p>Draw connections between Barton and Grimm.</p>	
[5]	<p>Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." <i>The Writing Center Journal</i> 29.2 (2009): 11-27. Print.</p> <p>Matsuda, Paul Kei, and Michelle Cox. "Reading an ESL Writer's Text." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 42-50. Print.</p>	<p>Discuss recording for the conversation analysis paper.</p>	<p>Observe a writing consultation.</p>
	<p>Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." <i>College Composition and Communication</i> 47.4 (1996): 523-548. Print.</p> <p>Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." <i>The Writing Center Journal</i> 29.2 (2009): 11-27. Print.</p>	<p>Case Discussions:</p> <p>1 _____</p> <p>2 _____</p> <p>Discuss the tension paper.</p>	<p>Reading response assignment - Post to the UWC blog before class:</p> <p>Read a few recent posts to the UWC blog. Pick ONE to respond to. Use an idea from Grimm to think through some issue raised in the post. One way to think of this brief assignment might be</p>



			<p>this: What might Grimm say, how might she respond to the post, and why? In your response, you should refer to a specific moment from one of Grimm's articles, with a page number. Quote her and EXPLAIN what she means.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[6]	<p>Bazerman, Charles. "The Life of Genre, the Life in the Classroom." <i>Genre and Writing: Issues, Arguments, Alternatives</i>. Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).</p> <p>To think about as you read:</p> <p>What makes "genre-knowledge" important to tutoring writing?</p>	<p>Draw connections between genre theory, activity theory, and literacy theory.</p>	<p>Observe a writing consultation.</p>
	<p>Bazerman, Charles. "The Life of Genre, the Life in the Classroom." <i>Genre and Writing: Issues, Arguments, Alternatives</i>. Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).</p> <p>Argyris, Chris. "Teaching Smart People How to Learn." <i>Harvard Business Review</i> 69.3 (1991): 4-15. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>3 _____</p> <p>4 _____</p>	<p>With a client's permission, record one of your tutoring sessions.</p>
	Rafoth, Ben. "English for Those	Discuss observation	Observation paper

[7]	<p>Who (Think They) Already Know It." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 208-16. Print.</p>	<p>papers in small groups, identify priorities for revision.</p>	<p>due: Post on Webcourse discussion board before class. And bring a hard copy to class.</p>
	<p>Harris, Muriel, and Tony Silva. "Tutoring ESL Students: Issues and Options." <i>College Composition and Communication</i> 44.4 (1993): 525-37. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>5 _____</p> <p>6 _____</p> <p>Discuss conversation analysis paper.</p>	<p>Reading response assignment - Bring to class completed today:</p> <p>With frequent references to the text, make a list—as complete as you can—of specific strategies you find in Harris and Silva's "Tutoring ESL Students: Issues and Options." Write your list to share in class on the document camera.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[8]	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 2 & 3. 39-85.</p>	<p>Case Discussions:</p> <p>7 _____</p> <p>8 _____</p> <p>Discuss principles of conversation analysis.</p>	<p>Revised observation paper due: Post on Webcourse discussion board before class.</p> <p>Reading response assignment - Bring completed to class today:</p> <p>What does Black do with the transcripts she analyzes? (What features of talk does conversation analysis examine?) Make a list of the different strategies she uses,</p>



			<p>such as counting words and counting conversational turns, to analyze the discourse of conferences. Include the page numbers. Explain each strategy in your own words.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[9]	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 2 & 3. 39-85.</p>	<p>Use Black's strategies of conversation analysis to analyze transcript segments.</p> <p>Read and discuss conversation analysis papers from previous tutors.</p>	
	<p>Gilewicz, Magdalena, and Terese Thonus. "Close Vertical Transcription." <i>The Writing Center Journal</i> 24.1 (2003): 25-49. Print. (Course pack).</p>	<p>Case Discussions:</p> <p>9 _____</p> <p>10 _____</p> <p>Discuss tension papers in small groups, identify priorities for revision.</p>	<p>Tension paper due:</p> <p>Post on Webcourse discussion board before class. And bring a hard copy to class.</p> <p>With a client's permission, record one of your tutoring sessions.</p>
[10]	<p>Gilewicz, Magdalena, and Terese Thonus. "Close Vertical Transcription." <i>The Writing Center Journal</i> 24.1 (2003): 25-49. Print. (Course pack).</p>	<p>Practice transcript analysis.</p>	<p>Begin transcribing one of your recorded tutoring sessions.</p>
	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 4 & 5. 87-146.</p>	<p>Case Discussions:</p> <p>11 _____</p> <p>12 _____</p>	<p>Transcribe a segment—a page or two—of one of your recorded sessions, then bring it to class for discussion.</p>

[11]	<p>Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i>. Logan: Utah State UP, 1998. Chaps. 4 & 5. 87-146.</p>	<p>Discuss transcriptions in small groups, identify issues to write about.</p>	<p>Revised tension paper due: Post on Webcourse discussion board before class.</p> <p>Transcribe a segment—a page or two—of one of your recorded sessions, then bring it to class for discussion.</p>
	<p>Johnson, JoAnn. "Reevaluation of the Question as a Teaching Tool." <i>Dynamics of the Writing Conference: Social and Cognitive Interaction</i>. Eds. Thomas Flynn and Mary King. Urbana: NCTE, 1993. 34-39. Print. (Course pack).</p> <p>Deckert, Sharon K. "A(n)/The/Article About Articles." <i>ESL Writers: A Guide for Writing Center Tutors</i>. 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 105-15. Print.</p>	<p>Case Discussions:</p> <p>13 _____</p> <p>14 _____</p> <p>Explain the learning theory that leads to the view that questioning is a flawed tutoring strategy.</p> <p>Paraphrase the 3 reasons questioning may be problematic.</p> <p>Identify the evidence—list her sources—Johnson provides to support her argument against questioning.</p> <p>Paraphrase Johnson's 3 alternatives to questioning. Suggest additional alternatives.</p> <p>Examine the questions you ask in your transcription: How do they inhibit or</p>	<p>Bring your transcript to class for analysis.</p>

		enhance the student's understanding? (How can you tell?) What more effective alternatives can you imagine?	
[12]	Black, Laurel Johnson. <i>Between Talk and Teaching: Reconsidering the Writing Conference</i> . Logan: Utah State UP, 1998. Chapt. 6. 147-67.	<p>Discuss transcriptions in small groups, identify issues to write about.</p> <p>Questions to develop your analysis:</p> <p>What work are you doing? (Listening, asking questions, offering advice, directing, showing how to use some resource, reading, etc.?)</p> <p>What are some ways your talk affects the work?</p> <p>To support your claims about the ways talk shapes what gets done, point to some conversation features Black or Gilewicz and Thonus might notice.</p> <p>Using their key terms, explain those features and why they matter.</p> <p>So what? How does analyzing patterns of talk help you to understand and to improve your tutoring?</p>	Bring your transcript to class for analysis.



		Case Discussions: 15 _____ 16 _____ Discuss transcription papers in small groups, identify priorities for revision.	Conversation analysis paper due: Post, along with a copy of your transcript, on the Webcourse discussion board before class. And bring a hard copy to class.
[13]	Horner, Bruce, and Min-Zhan Lu. "Re-thinking the 'Sociality' of Error: Teaching Editing as Negotiation." <i>Representing the 'Other': Basic Writers and the Teaching of Basic Writing (Refiguring English Studies)</i> . Urbana, IL: NCTE, 1999. 139-65. Print. (Handout).	Discuss transcription papers in small groups, identify priorities for revision.	Arrange a conference to discuss your conversation analysis paper.
	Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i> . Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack).	Case Discussions: 17 _____ 18 _____	
[14]	Russell, David. "Activity Theory and Its Implications for Writing Instruction." <i>Reconceiving Writing, Rethinking Writing Instruction</i> . Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack). Bourman, Kurt. "Raising Questions About Plagiarism." <i>ESL Writers: A Guide for Writing Center Tutors</i> . 2 nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 161-75.	Meet in Computer Lab. Discuss activity theory. Begin work on collaborative paper.	Arrange a conference to discuss your conversation analysis paper.



	<p>Print.</p> <p>Council of Writing Program Administrators. "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices." http://www.wpacouncil.org/node/9.</p>		
[15]		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	<p>Revised conversation analysis paper due: Post on the Webcourse discussion board before class.</p> <p>Turn in recording and permission form for the conversation analysis assignment.</p>
		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p> <p>Case Discussions:</p> <p>19 _____</p> <p>20 _____</p>	
[16]		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	
		<p>Meet in Computer Lab.</p> <p>Continue work in small groups on collaborative paper.</p>	
	Final Exam	Meet in Computer Lab.	Post final copy of your collaborative



		Complete and discuss collaborative paper.	paper on the Webcourse discussion board before the end of class.
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Graduate Council Curriculum Committee **Course Agenda for 12-14-2011 (REVISED)**

College of Arts & Humanities Course Action Additions

FIL 5XXX **CAH-Film Program** **3(3,0)**

Theories of Film Production: PR: Film MFA student or C.I. Comparative analysis of motion picture production methodologies, including the studio industrial model, from a historical/critical perspective. *Spring.*

30 character abbreviation: **Theories of Film Production**

Rationale: Film MFA students require a more rigorous theoretical foundation in production practices before being asked to synthesize those practices into their own thesis film projects and mode of production.

Discussion with others: There are no duplications or possible conflicts with other departments or colleges.

Effect on majors: Film MFA students

College of Medicine Course Action Additions

MEL 89XX **COM-Medicine Variable**

Directed Study/Independent Study: PR: Prior Approval Required. Individual study by students under the direction of a faculty member and with the approval of the Assistant Dean of Medical Education and the Associate Dean of Students. Topics vary and will be selected on an individual basis. Credit hours and student level may vary. *Fall, Spring.*

24 of 30 character abbreviation: **Directed Study Ind Study**

College of Nursing Course Action Additions

NGR 6XXX **CON-Nursing 3(3,0)**

Adult I Primary Care: PR: Admission to the DNP program FNP or ANP track; completion of NGR 5XXX (Advanced Health Assessment and Diagnostic Reasoning Concepts), NGR 5003L, NGR 5141, or C.I.; CR: Adult I Primary Care Clinical, NGR 6172, or C.I. Development of theoretical skills for evaluation, diagnosis, and management of the primary care health needs of adults and communities. May be used in the degree program a maximum of 2 times. *Spring.*

30 character abbreviation: **Adult I Primary Care**

NGR 6XXX **CON-Nursing 3(3,0)**

Adult II Primary Care: PR: NGR 6XXX, NGR 6XXXL; CR: NGR 6XXXC. Development of theoretical foundation for the evaluation, diagnosis, and management of the complex health needs of adults. May be used in the degree program a maximum of 2 times. *Fall.*

30 character abbreviation: **Adult II Primary Care**

NGR 6XXXC **CON-Nursing 4(1,3)**

Internship in Nursing Education: PR: NGR 6713, NGR 6714, NGR 6715, NGR 6718, NGR clinical, NGR cl. Application of principles of education through guided practice in classroom and clinical

settings and assimilation of the nurse educator role. Graded S/U. May be used in the degree program a maximum of 2 times. *Fall, Spring.*

26 of 30 character abbreviation: **Intrn in Nursing Education**

Rationale: There are multiple tracks in the same program using the same number. This makes individual course evaluation difficult. It is also confusing for students at the time they register.

NGR 6XXXL CON-Nursing 2(0,2)

Adult I Primary Care Clinical: CR: NGR 6XXX Adult I Primary Care. Application of theory and skills for evaluation, diagnosis and management of the primary care health needs of adults and communities. Graded S/U. May be used in the degree program a maximum of 2 times. *Spring.*

25 of 30 character abbreviation: **Adult I Primary Care Clin**

NGR 6XXXL CON-Nursing 2(0,2)

Adult II Primary Care Clinical: PR: NGR 6XXX; NGR 6XXXL; CR: NGR 6XXX. Development of theoretical and clinical skills for evaluation, diagnosis, and management of the complex and long-term needs of adults. Graded S/U. May be used in the degree program a maximum of 2 times. *Fall.*

26 of 30 character abbreviation: **Adult II Primary Care Clin**

College of Sciences Course Action Additions

CLP 7XXXL COS-Psychology 1(0,3)

Supervision Practicum: PR: Admission to Clinical Psychology Ph.D. program or C.I. Advanced practicum focused on learning in didactic and experiential effective clinical supervision. Graded S/U. May be used in the degree program a maximum of 2 times. *Fall, Spring.*

30 character abbreviation: **Supervision Practicum**

Rationale: Per the American Psychological Association Accreditation Standards, we are now required to provide training experience in clinical supervision therapy. This course will fulfill that requirement.

Effect on majors: Clinical Psychology PhD

Engineering & Computer Science Course Action Additions

Tabled. Committee questioned whether there might be a higher level prereq.

ENV 6XXX ECS-Civil, Envir & Const Eng 3(3,0)

Environmental Biotechnology: PR: ENV 3001. Environmental Biotechnology teaches graduate students the management of microorganism-based engineer systems for applications in waste treatment and energy generation. *Even Spring.*

30 character abbreviation: **Environmental Biotechnology**

Rationale: Environmental Biotechnology is an emerging area that presents opportunities to graduate students in environmental engineering. This graduate course will equip students with principles and applications necessary for understanding essential engineering sciences that govern bioenvironmental processes.

Discussion with others: COM was contacted (Dr. Naser) for consideration but did not send any feedback by the time CAR was entered.

Engineering & Computer Science Course Action Deletions

EIN 5368C ECS-Industrial & Management 3(2,2)

Integrated Factory Automation Systems: PR: EIN 4391C or C.I. Automated material handling systems, industrial robots, automated guided vehicles, automated storage and retrieval systems, economics, justification. *Odd Fall*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

EIN 5607C ECS-Industrial & Management 3(2,2)

Computer Control of Manufacturing Systems: PR: EIN 4391C, and EIN 4621C or EML 4535C; or C.I. Automated systems for manufacturing, numerical control (NC) machines, NC programming, robot control and programming, machine and system control. *Odd Spring*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

EIN 5936 ECS-Industrial & Management 1(1,0)

Seminar in Industrial Engineering: Doctoral Research: PR: C.I. Essential topics for doctoral research including research areas, skills, funding, proposals, ethics, mentors, seminars, societies, conferences, presentations, interviewing, grants, and publishing. *Fall*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

EIN 6897 ECS-Industrial & Management 3(3,0)

Space Industry Capstone Experience I: PR: EIN 5140, EIN 5117. This course is designed to provide engineering students with knowledge and understanding of current topics pertinent to systems engineering and management. *Occasional*.

Effect on majors: -----12/5/2011: This course is a prerequisite for the following course, which will need a course action revision form; EIN 6898

AGENDA NOTES: -----12/5/2011: This course is a prerequisite for the following course, which will need a course action revision form; EIN 6898

EIN 6898 ECS-Industrial & Management 3(3,0)

Space Industry Capstone Experience II: PR: EIN 6897. This course is designed to provide engineering students with knowledge and understanding of current topics pertinent to systems engineering and management. *Occasional*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

EIN 6934 ECS-Industrial & Management 3(3,0)

Contract Negotiations: PR: EIN 6933. A seminar on the contract negotiation phase of systems acquisition for the United States government; contract formulation and acquisition process management is emphasized. *Occasional*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

ESI 6448 ECS-Industrial & Management 3(3,0)

Network Analysis and Integer Programming: PR: ESI 6418. Modeling and solution methods for problems that can be formulated in terms of flow in networks and for discrete optimization problems. *Occasional*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

ESI 6941 ECS-Industrial & Management 6(2,10)

Operations Research Practicum: PR: C.I. Involves full-time participation and experience in an organization conducting operations research analyses. *Spring*.

Effect on majors: -----12/5/2011: This course is not used as a prerequisite.

Health & Public Affairs Special Topics

Tabled. Hold for DPT proposal

PHT 6938 Sect 01 HPA-Health Professions 3(3,0)

ST: Personal Integrity in Physical Therapy: PR: Admission to DPT program. The central focus of the course is the practical application of theories of personal integrity as it relates to academic and professional conduct. Course is designed to incorporate personal integrity in healthcare practice into day-to-day perspective. Graded S/U. *Occasional*.

25 of 30 character abbreviation: **ST: Personal Integrity PT**

Rationale: Course offered as one-time course to group of students who were involved in an organized academic misconduct and returning from University suspension

Tabled. Hold for DPT proposal

PHT 6938 Sect 01 HPA-Health Professions 3(3,0)

ST: Professionalism in Physical Therapy: PR: Admission to DPT program. The central focus of the course is the practical application of theories of professionalism as it relates to academic and professional conduct. Course is designed to foster professional values into personal behavior and practice in healthcare. Graded S/U. *Occasional*.

25 of 30 character abbreviation: **ST: Professionalism in PT**

Rationale: Course offered as one-time course to group of students who were involved in an organized academic misconduct and returning from University suspension.

Tabled. Hold for DPT proposal

PHT 6938L Sect 01 HPA-Health Professions 3(0,15)

ST: Advanced Clinical Education II: PR: PHT 7822C. The clinical education sequence in the clinical internship. The student will affiliate in one to two different settings. Graded S/U. *Occasional*.

27 of 30 character abbreviation: **ST: Advanced Clinical Ed II**

Rationale: This special topics course is a one-time replacement. Advanced Clinical Education II is being revised in future catalogs to add additional credit hour and clinical length. This ST course will be offered to the cohort that is on previous catalog.

Tabled. Hold for DPT proposal

PHT 6938L Sect 01 HPA-Health Professions 3(0,15)

ST: Advanced Clinical Education III: PR: PHT 6938 Special Topics: Advanced Clinical Education II. The clinical education sequence culminates in a final six-week clinical internship prior to graduation. Students have opportunity to integrate the many roles and responsibilities of the physical therapist. Graded S/U. *Occasional*.

28 of 30 character abbreviation: **ST: Advanced Clinical Ed III**

Rationale: This special topics course is a one-time replacement. Advanced Clinical Education III is being revised in future catalogs to add additional credit hour and clinical length. This ST course will be offered to the cohort that is on previous catalog.

Health & Public Affairs Course Action Additions

Tabled. Hold for DPT proposal

PHT 7XXXC HPA-Health Professions 2(1,1)

Acute Care Physical Therapy: PR: PHT 6306, PHT 7730C. Considerations and evidence-based evaluation, treatment, and management of patients in various settings within acute care. *Spring*.

30 character abbreviation: **Acute Care Physical Therapy**

Rationale: Course is an elective course in the terminal semester of the PT specialty topic area. Acute Care PT is a newly recognized "specialty" within the American Physical Therapy Association. This specialty area is not currently covered as a stand-alone course.

Effect on majors: DPT

Tabled. Hold for DPT proposal

PHT 7XXXC HPA-Health Professions 2(1,1)

Advanced Manual Therapy: PR: PHT 6716C, PHT 7721C. Concepts associated with advanced manipulative interventions in the context of physical therapy care. Indications and contra-indications will be reviewed and applied in a clinical context. *Spring*.

30 character abbreviation: **Advanced Manual Therapy**

Rationale: Course is an elective option in the terminal semester of the PT specialty topic area. Course will help prepare students for advanced clinical practice development upon graduation. This specialty area is currently briefly covered in the existing curriculum, but not as in-depth as this course.

Effect on majors: DPT

Tabled. Hold for DPT proposal

PHT 7XXXC HPA-Health Professions 2(1,1)

Advanced Neurological Treatment: PR: PHT 6719, PHT 6719L, PHT 7772C. This course can provide third year students with the opportunity to further explore evidence based neurological intervention. *Spring*.

24 of 30 character abbreviation: **Advanced Neuro Treatment**

Rationale: Course is one of elective courses in terminal semester in PT specialty topic area. This specialty area is currently briefly covered in the existing curriculum, but not as in-depth as this course. This course will specifically approach the treatment aspect of neuro rehabilitation, which has been identified as a weakness of PT graduates.

Effect on majors: DPT

Tabled. Hold for DPT proposal

PHT 7XXXC HPA-Health Professions 2(1,1)

Advanced Orthotics and Prosthetics: PR: PHT 6245, PHT 6245L. Advanced considerations for the amputee patient with regards to rehabilitation. Students will review the primary focal issues surrounding rehabilitation after an amputation and how prosthetics may assist with functional return. *Spring*.

27 of 30 character abbreviation: **Adv Orthotics & Prosthetics**

Rationale: Course is an elective option in the terminal semester of the PT specialty topic area. This course will offer advanced considerations of treating patients with orthotics and prosthetics and build off foundational modules. Knowledge of topic is essential to those who will work in geriatric settings and VA facilities.

Effect on majors: DPT

Tabled. Hold for DPT proposal

PHT 7XXXC HPA-Health Professions 2(2,1)

Management of Physical Therapy Services II: PR: PHT 6521. Application of management, finance and economic health-related principles for strategy development, implementation and assessment for the physical therapy manager. *Fall*.

28 of 30 character abbreviation: **Management of PT Services II**

Rationale: Course addition, along with PHT 6521, will complete management sequence in DPT curriculum to allow for comprehensive coverage of physical therapy practice management concepts with focus on issues in the healthcare system directly affecting physical therapists as clinical practitioners.

Discussion with others: Met and discussed addition of course with Dr. Dawn Oetjen, Department Chair of HMI. She was supportive of addition due to its emphasis on issues as they relate to the rehabilitation providers (PT, OT)

Effect on majors: DPT

Tabled.

PHT 7XXXC HPA-Health Professions 2(1,1)

Sports Physical Therapy: PR: Admission to DPT program. Considerations and evidence-based evaluation, treatment, and management of patients with sport-related injuries. *Spring*.

30 character abbreviation: **Sports Physical Therapy**

Rationale: Course is an available elective in the terminal semester of the PT specialty topic area. This specialty area is currently not directly taught within the UCF DPT curriculum.

Discussion with others: N/A

Tabled. Check for generic number.

PAF 7908 HPA-Public Affairs Variable

Directed Independent Study: PR: Admission to Public Affairs PhD program or C.I. Graded either S/U or Letter. May be repeated for credit. *Occasional*.

17 of 30 character abbreviation: **Independent Study**

Discussion with others: N/A

Tabled. Check to see if other departments have been contacted.

SOW 6XXX HPA-Social Work 3(3,0)

Core Concepts of Child and Adolescent Trauma: PR: Graduate Status or C.I. Trauma informed concepts applied to practice with children and adolescents. *Fall, Spring*.

30 of 30 character abbreviation: **Core Cncpts Child &Adol Trauma**

Rationale: Participating in national faculty learning collaborative sponsored by Fordham University and the National Center for Social Work Trauma Education and Workforce Development to train

faculty on courses that focus on trauma informed practice. Two key conceptual frameworks provide the overarching organization principles: 1) the Trauma paradigm and 2) Problem-based learning.
Effect on majors: Social Work, Childhood Education, Sociology, Psychology

College of Arts & Humanities Course Action Revisions

ENC 5276 Writing/Consulting: Theory and Practice 3(3,0) SPLIT LEVEL CLASS.

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

The theory and practice of assessing and responding to writing as a collaborator (as opposed to evaluator).

Rationale: The course is being revised to add a split-level component. This course will be offered with ENC 4275. The University Writing Center training should be largely the same for undergraduate and graduate consultants or tutors, and both sets of tutors must collaborate as part of the same workplace community for the UWC to run smoothly. Each set of students can offer the other important perspectives about the writing-related issues and needs of UCF students. Although the graduate version of the course is more difficult, the undergraduate version also challenges students with advanced theory and scholarship.

College of Nursing Course Action Revisions

NGR 7661 Healthcare for Vulnerable Populations 3(3,0)

PR: Doctoral standing in the College of Nursing or C.I.

Health and healthcare issues of vulnerable populations and the influence of social, cultural, political and economic factors. May be used in the degree program a maximum of 2 times.

College of Sciences Course Action Revisions

CLP 7145 Introduction to Clinical Psychology and Psychotherapy 3(3,0)

CLP 7145C 1(1,1)

PR: Admission to Clinical Psychology PhD or C.I.

~~A historical look at clinical psychology and psychotherapy including practical and basic components of therapy.~~

A historical look at clinical psychology, psychotherapy, and clinical research. May be used in the degree program a maximum of 2 times only when course content is different.

Will now be repeatable for credit.

Rationale: To decrease overall number of credit hours per semester and to provide an opportunity for more experiential learning opportunities/professional opportunities.

Effect on majors: Clinical Psychology PhD

Engineering & Computer Science Course Action Revisions

ENV 6616 Receiving Water Impacts- 3(3,0)

Ecological Engineering and Receiving Water Impacts

PR: ~~EES 4202C and EES 4111C~~ PR: ENV 5517 or C.I.

~~Study of fate and transport of pollutant loadings into receiving waters, based on physical, chemical, and biological interactions in natural systems.~~

Ecological engineering principles, ecosystem restoration and receiving water impacts. Introduction of green building design and integration of new ecosystem associated with green infrastructures and applications for eco-city design.

22 of 30 character abbreviation: **Ecological Engineering**

Rationale: ENV 6126 "Receiving water impacts" was created long time ago when the Total Maximum Daily Load (TMDL) programs were not a legal framework and the Low Impact Development (LID) concept was not received wide attention. Nowadays, 319 program in US EPA has been the norm for water quality management country wide and there is a need to update these latest changes for graduate students in the nexus of Environmental Engineering and Sustainability Science.

Tabled. Check with department regarding a higher level prereq.

TTE 6205 Highway Capacity 3(3,0)

PR: TTE 4004 3810 or C.I.

Highway capacity for all functional classes of highway. Traffic signalization including traffic studies, warrants, cycle length, timing, phasing and coordination.

Tabled. Check with department regarding a higher level prereq.

TTE 6256 Traffic Operations 3(3,0)

PR: TTE 4004 and STA 3032 3810 or C.I.

Fundamental theories and applications of traffic movements on streets and highways.

Tabled. Check with department regarding a higher level prereq.

TTE 6270 Intelligent Transportation Systems 3(3,0)

PR: TTE 4004 3810 or C.I.

Theories and applications of intelligent vehicle highway systems in transportation engineering.

Tabled. Check with department regarding a higher level prereq.

TTE 6315 Traffic Safety Analysis 3(3,0)

PR: TTE 4004 and C.I. 3810 or C.I.

Understanding crash research concepts, and identifying factors contributing to traffic crash occurrence.

EGM 6653 Theory of Elasticity 3(3,0)

Theory of Elasticity and Plasticity

PR: EML 5237.

~~Review of stress and strain; solution by tensor stress and potential functions, axisymmetric problems; wave propagation.~~

Review of stress and strain; solution by tensor stress and potential functions; linear and nonlinear elasticity; constitutive models; for elastic-(visco)plastic solids.

25 of 30 character abbreviation: **Elasticity and Plasticity**

Rationale: The original course was focused on elasticity theory. Recently, there is increasing demand for plasticity from graduate students to do research. A lot of students are asking for taking such a

course, but there is no plasticity course. The traditional and modern plasticity theories will be added to the new course. The ratio between elasticity and plasticity theories will be about 50/50. Graduate students and the department research activities will benefit from this change.

EML 5131 Combustion Phenomena **3(3,0)**

EML 6XXX

PR: EML 4703, ~~EML 3101~~, 5152.

Physical and chemical aspects of combustion phenomena. Rate processes, chemical kinetics, structure, propagation and stability of premixed and diffusion flames.

Rationale: Over the years, the instructor found that without knowledge of graduate level heat transfer the teaching and learning of the course materials are not effective.

College of Education Course Action Revisions

EDA 6946 Internship **1-6**

PR: C.I.

~~Normally, the Educational Leadership internship is completed during the latter part of the degree program. Application must be made in semester prior to internship through the student's adviser.~~

Normally, the Educational Leadership internship is completed during the latter part of the degree program. Application must be made in semester prior to internship through the student's adviser. May be used in the degree program a maximum of 2 times.

Will now be repeatable for credit.

Rationale: Adjusting the overall program. Removing one course requirement and replacing those credit hours with additional hours in the internship.

Effect on majors: Master of Education in Educational Leadership.

ERRORS: Should have 'credit (lect hr, lab hr)'.

Health & Public Affairs Course Action Revisions

CCJ 6027 Criminal Justice Responses to Terrorism **3(3,0)**

~~PR: Graduate standing.~~ PR: Admission to Criminal Justice graduate program or C.I.

Critically examines phenomena of domestic and international terrorism to give students a solid grounding of salient issues in developing crime control strategies to prevent terrorism and mount appropriate responses to incidents.

Tabled. Hold for DPT proposal.

PHT 5125L Clinical Kinesiology Lab **2(0,2)**

2(0,4)

CR: PHT 5125.

~~Concerned with the evaluation and practical application of aspects of human movement, joint mechanics of the upper and lower extremity, vertebral column and soft tissues.~~

Graduate level study of human musculoskeletal movement with an emphasis on joint mechanics and clinical applications.

Rationale: Revise course description to more accurately describe content of course. Also adjusting contact hours to be reflective of the current practices of the course. Has been taught as 4-contact hour lab since 2007 because it is the foundation to many clinical courses in curriculum and more time is required to thoroughly cover topics.

Effect on majors: DPT Physical Therapy

Tabled. Hold for DPT proposal.

**PHT 6156C Applied Human Physiology for Health Sciences ~~5(4,5)~~
5(3,2)**

PR: Admission to ~~Physical Therapy Program or M.S.in Health Sciences.~~ DPT program.

Course provides in-depth study of human cardiovascular, hemopoietic, respiratory, gastrointestinal, renal and reproductive systems with emphasis on mechanisms responsible for maintaining homeostasis.

Rationale: Change contact hours to reflect the teaching of the course in the past several years.

Effect on majors: DPT

Tabled. Hold for DPT proposal.

~~PHT 6374 Gerontology in Physical Therapy 2(2,0)~~

PHT 6374C Gerontology in Physical Therapy Practice 2(2,1)

PR: Admission to DPT program.

~~Normal aging processes and health status of older people. Clinical decision making is emphasized in the care of the elderly.~~

This course provides an introduction to physiological aging, the health status, and physical therapy management of the older adult. The course will focus on the normal aging process and its impact on the delivery of physical therapy to this population.

26 of 30 character abbreviation: **Gerontology in PT Practice**

Rationale: Revision of the course description to more accurately describe content of course. Also adjusting contact hours to be reflective of course efforts in lab setting where students learn course topics both at UCF and off-campus in healthcare settings.

Effect on majors: DPT Physical Therapy

Tabled. Hold for DPT proposal.

PHT 7822C Advanced Clinical Education I 6(1,40)

PR: Admission to DPT program.

Collaborative course for ~~2nd~~ 3rd year students to meet, analyze, synthesize and discuss current ethical, legal, and moral decision-making in physical therapy clinical setting culminating in internship. Graded S/U.

Tabled. Hold for DPT proposal.

~~PHT 7823L Advanced Clinical Education II 3(0,15)~~

PHT 7823C 4(1,20)

PR: PHT 7822C.

~~The clinical education sequence in the clinical internship. The student will affiliate in one to two different settings. Graded S/U.~~

Rationale: Revision of description to clarify and sync description with other clinical ed courses offered and include duration of the clinical internship. Lengthened due to advance nature of internships offered. Contact hours adjusted to reflect increased time and also contact time with instructor prior to clinical internship for training, formal meetings, and requirements
Effect on majors: DPT

PHT 7829L	Advanced Clinical Education III	3(0,15)
PHT 7829C		4(1,20)

~~The clinical education sequence culminates in a final six-week clinical internship prior to graduation. Students have opportunity to integrate the many roles and responsibilities of the physical therapist. Graded S/U.~~

Rationale: Revision to clarify and synch description with other clinical education courses offered and include duration of the clinical internship. Lengthened due to advance nature of clinical internships offered. Contact hours adjusted to reflect increased time and contact with instructor for training, formal meetings, and requirements.

Health & Public Affairs Course Action Revisions

PAF 7919 RESEARCH VAR
Variable

Graded S/U. May be repeated for credit. Will now be graded S/U.

EDH 6938 Sect 01 ED-Educational & Human Sci 3(3,0)

11

30 of 30 character abbreviation: **ST: Acad & Stud Persnl Intrsec**

Rationale: Increasingly, higher education administrators are expected to work effectively across institutional cultures (i.e., academic, faculty, student development, administration) to meet the needs of learner-centered institutions (AAC&U, 2002). The expectations our graduates working for regional Florida colleges faces are no exception. Over the last two years, at least four local campuses made institution-wide commitments (e.g., personal and social responsibility Core Commitments Consortium planning teams) that are dependent on administrators' ability to recognize, facilitate, and maximize the educational value of academic and student personnel metacurricular intersection. Currently, HEPS' curriculum prepares students to work in Student Development/Affairs and Academic Services settings, with one strength of our program being the unique blend of students working in academic and student affairs/services. However, the program does not explicitly provide a structured opportunity to examine intercultural dynamics, boundary-crossing theoretical foundations of collaborative initiatives, and academic-student personnel partnership best practices in academy.

Discussion with others: n/a

TSL 7939 Sect 01 ED-Teach, Learn & Leadership 3(3,0)

ST: Second Language Teacher Preparation: PR: Admission to TESOL PhD track or C.I. Examines the history of general and second language teacher preparation and provides a theoretical and practical rationale for the development of knowledge, skills, and dispositions necessary to prepare ESL and other teachers of English learners. *Occasional*.

28 of 30 character abbreviation: **ST: Second Lang Teacher Prep**

Rationale: The TESOL PhD track proposal included a number of special topics courses that the faculty intended to replace with permanent specialization courses. Because teacher preparation will be a major responsibility of graduates of the track, they will need a solid grounding in the research and theory in teacher preparation and more specifically in the preparation of second language teachers (English as a second language, subject area teachers of English learners, and English as a foreign language).

Discussion with others: The TESOL PhD track, which is a track of the Education PhD, is a degree program jointly offered by the College of Arts and Humanities in the College of Education. For this reason, the TESOL faculty in both colleges are in support of this addition to their curriculum. No other courses in the College of Education focus on second language teacher education.

AGENDA NOTES: Course Addition also being proposed.

College of Education Course Action Additions

TSL 7____ ED-Teach, Learn & Leadership 3(3,0)

Second Language Teacher Preparation: PR: Admission to TESOL PhD track or C.I. Examines the history of general and second language teacher preparation and provides a theoretical and practical rationale for the development of knowledge, skills, and dispositions necessary to prepare ESL and other teachers of English learners. *Even Spring*.

24 of 30 character abbreviation: **Second Lang Teacher Prep**

Rationale: The TESOL PhD track proposal included a number of special topics courses that the faculty intended to replace with permanent specialization courses. Because teacher preparation will be a major responsibility of graduates of the track, they will need a solid grounding in the research and theory in teacher preparation and more specifically, in the preparation of second language teachers (English as a second language, subject area teachers of English learners, and English as a foreign language).

Discussion with others: The TESOL PhD track, which is a track of the Education PhD, is a degree program jointly offered by the College of Arts and Humanities in the College of Education. For this reason, the TESOL faculty in both colleges are in support of this addition to their curriculum. No other courses in the College of Education focus on second language teacher education.

AGENDA NOTES: Special Topic also being proposed.