# Graduate Council Curriculum Committee
## January 23, 2012
## 12:00 p.m., MH 395

## <u>Agenda</u>

1. Welcome and call to order

2. Review of minutes from last meeting

3. Review of CAH split class (Tabled at last meeting)

4. Addition of an Early Childhood track, Education PhD, CED

5. Inactivation of Health & Wellness certificate, CED

6. Inactivation of Sports Leadership certificate, CED

7. Revisions to the Exercise Physiology track, Education PhD, CED

8. Revisions to the Sport  and Exercise Science MS, CED
   - Addition of a Sport Nutrition track
   - Track name change from Sport Leadership and Coaching to Coaching
   - Revision to the Applied Exercise Physiology track

9. Review of Graduate Courses Not Offered for 5 years

10. Courses and special topics

11. Adjournment


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

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

*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

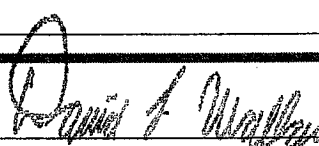## Justification for Course Deletion

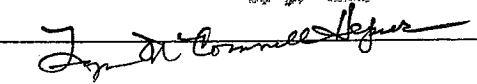Is this course a required course for graduation in a major or prerequisite? ☐ Yes ☐ No

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 | *[signature]* | Date 10/13/11 |
| College Academic Standards | *[signature]* | 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:**

*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 <u>identification</u> of a concept where the graduate objective may require <u>application</u>;

*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** |
| | | |
| | | |
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*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** |
| | | |
| | | |
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| | | |

**UCF**

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

| | | | |
|---|---|---|---|
| **Day/Time:** | | **Office:** | |
| **Location:** | | **Hours:** | |
| R. Mark Hall, Ph.D. | | **Phone:** | (407) 823-0504 |
| Fall 2012 | | **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 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.

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### 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.

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**4) Practicum Analysis Paper(s)**                                                      **(25%)**
*Note: Undergraduate students do one, graduate students do both, with each counting as 12.5% of the Practicum Analysis grade.*

**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 <u>before</u> 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, with each counting as 12.5% of the Theoretical Framework grade.***

**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.

# UCF

## Tentative Schedule

Complete assigned reading and writing below <u>before</u> you come to class.

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

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| | Center." T*he Longman Guide to Peer Tutoring.* 2nd 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.) |
| | Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction.* Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).<br><br>Newkirk, Thomas. "The First Five Minutes: Setting the Agenda in a Writing Conference." *The Longman Guide to Writing Center Theory and Practice.* Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 302-15. Print. | Discuss tutoring strategies to learn the "context for writing." | |
| **[3]** | McAndrew, Donald A., and Thomas J. Reigstad. "What Tutoring Is: Models and Strategies." *Tutoring Writing: A Practical Guide for Conferences.* Portsmouth, NH: Boynton/Cook, 2001. 42-69. Print. (Course pack).<br><br>Leki, Ilona. "Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes Among ESL Students Visiting a Writing Center." *ESL Writers: A Guide for Writing* | Discuss ways to write an effective session reflection on the UWC blog.<br><br>Schedule Case Discussions. | Observe a writing consultation. |

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| | *Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 1-17. Print.<br><br>Gillespie, Paula, and Neal Lerner. "Reflecting on the First Session." *The Allyn and Bacon Guide to Peer Tutoring.* 2nd ed. New York: Pearson/Longman, 2004. 100-01. Print. (Course pack). | | |
| **[4]** | Barton, David. Literacy: *An Introduction to the Ecology of Written Language.* Oxford: Blackwell, 2007. 33-50. Print. (Course pack).<br><br>Tseng, Theresa Jiinling. "Theoretical Perspectives on Learning a Second Language." *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 18-32. Print. | Discuss what we mean by "literate" & "literacy."<br><br>Model Case Discussion. | **Reading response assignment - Post to Moodle discussion board before class:**<br><br>Understanding literacy and literacy learning is essential to effective tutoring, so give Barton's chapter careful attention.<br><br>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:<br><br>1. "Literacy is a social activity."<br>2. "People have different literacies."<br>3. "Literacies are situated in broader social relations."<br>4. "Literacy is part of our thinking." |

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

| | | | 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.<br><br>With a client's permission, record one of your tutoring sessions. |
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| **[6]** | Bazerman, Charles.  "The Life of Genre, the Life in the Classroom."  *Genre and Writing: Issues, Arguments, Alternatives*.  Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).<br><br>**To think about as you read:**<br><br>What makes "genre-knowledge" important to tutoring writing? | Draw connections between genre theory, activity theory, and literacy theory. | Observe a writing consultation. |
| | Bazerman, Charles.  "The Life of Genre, the Life in the Classroom."  *Genre and Writing: Issues, Arguments, Alternatives*.  Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).<br><br>Argyris, Chris.  "Teaching Smart People How to Learn." *Harvard Business Review* 69.3 (1991): 4-15. Print. (Course pack). | **Case Discussions:**<br><br>3_____<br><br>4_____ | With a client's permission, record one of your tutoring sessions. |
| | Rafoth, Ben.  "English for Those | Discuss observation | **Observation paper** |

| [7] | Who (Think They) Already Know It." *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 208-16. Print. | papers in small groups, identify priorities for revision. | **due:** Post on Webcourse discussion board before class. And bring a hard copy to class. |
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|  | Harris, Muriel, and Tony Silva. "Tutoring ESL Students: Issues and Options." *College Composition and Communication* 44.4 (1993): 525-37. Print. (Course pack). | **Case Discussions:**<br><br>5_____<br><br>6_____<br><br>Discuss conversation analysis paper. | **Reading response assignment - Bring to class completed today:**<br><br>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.<br><br>With a client's permission, record one of your tutoring sessions. |
| **[8]** | Black, Laurel Johnson. *Between Talk and Teaching: Reconsidering the Writing Conference.* Logan: Utah State UP, 1998. Chapts. 2 & 3. 39-85. | **Case Discussions:**<br><br>7_____<br><br>8_____<br><br>Discuss principles of conversation analysis. | **Revised observation paper due:** Post on Webcourse discussion board before class.<br><br>**Reading response assignment - Bring completed to class today:**<br><br>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, |

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

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

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

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| | | **Case Discussions:**<br><br>15_____<br><br>16_____<br><br>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." *Representing the 'Other': Basic Writers and the Teaching of Basic Writing (Refiguring English Studies).* 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." *Reconceiving Writing, Rethinking Writing Instruction.* Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack). | **Case Discussions:**<br><br>17_____<br><br>18_____ | |
| **[14]** | Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction.* Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack).<br><br>Bourman, Kurt. "Raising Questions About Plagiarism." *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 161-75. | Meet in Computer Lab.<br><br>Discuss activity theory.<br><br>Begin work on collaborative paper. | Arrange a conference to discuss your conversation analysis paper. |

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

# UCF

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

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| **Day/Time:** | **Office:** | |
| **Location:** | **Hours:** | |
| R. Mark Hall, Ph.D. | **Phone:** | (407) 823-0504 |
| Fall 2012 | **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

**UCF**

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

# UCF

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.

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## 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%)

**UCF**

*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.

**UCF**

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

**UCF**

# Tentative Schedule

Complete assigned reading and writing below <u>before</u> you come to class.

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

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| | Center." *The Longman Guide to Peer Tutoring*. 2nd 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.) |
| | Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction*. Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ONLY pp. 51-65. Print. (Course pack).<br><br>Newkirk, Thomas. "The First Five Minutes: Setting the Agenda in a Writing Conference." *The Longman Guide to Writing Center Theory and Practice*. Ed. Robert W. Barnett and Jacob S. Blumner. New York: Pearson Longman, 2008. 302-15. Print. | Discuss tutoring strategies to learn the "context for writing." | |
| [3] | McAndrew, Donald A., and Thomas J. Reigstad. "What Tutoring Is: Models and Strategies." *Tutoring Writing: A Practical Guide for Conferences*. Portsmouth, NH: Boynton/Cook, 2001. 42-69. Print. (Course pack).<br><br>Leki, Ilona. "Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes Among ESL Students Visiting a Writing Center." *ESL Writers: A Guide for Writing* | Discuss ways to write an effective session reflection on the UWC blog.<br><br>Schedule Case Discussions. | Observe a writing consultation. |

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| | *Center Tutors.* 2<sup>nd</sup> ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 1-17. Print.<br><br>Gillespie, Paula, and Neal Lerner. "Reflecting on the First Session." *The Allyn and Bacon Guide to Peer Tutoring.* 2<sup>nd</sup> ed. New York: Pearson/Longman, 2004. 100-01. Print. (Course pack). | | |
| **[4]** | Barton, David. Literacy: *An Introduction to the Ecology of Written Language.* Oxford: Blackwell, 2007. 33-50. Print. (Course pack).<br><br>Tseng, Theresa Jiinling. "Theoretical Perspectives on Learning a Second Language." *ESL Writers: A Guide for Writing Center Tutors.* 2<sup>nd</sup> ed. Ed. Shanti Bruce and Ben Rafoth Portsmouth, NH: Boynton/Cook, 2009. 18-32. Print. | Discuss what we mean by "literate" & "literacy."<br><br>Model Case Discussion. | **Reading response assignment - Post to Moodle discussion board before class:**<br><br>Understanding literacy and literacy learning is essential to effective tutoring, so give Barton's chapter careful attention.<br><br>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:<br><br>1. "Literacy is a social activity."<br>2. "People have different literacies."<br>3. "Literacies are situated in broader social relations."<br>4. "Literacy is part of our thinking." |

| | Center Tutors. 2nd ed. | | |

| | | | 5. "Our attitudes and values with respect to literacy guide our actions." 6. "A literacy event has a social history." Observe a writing consultation. |
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| | Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." *College Composition and Communication* 47.4 (1996): 523-548. Print. | Draw connections between Barton and Grimm. | |
| **[5]** | Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." *The Writing Center Journal* 29.2 (2009): 11-27. Print. Matsuda, Paul Kei, and Michelle Cox. "Reading an ESL Writer's Text." *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 42-50. Print. | Discuss recording for the conversation analysis paper. | Observe a writing consultation. |
| | Grimm, Nancy Maloney. "Rearticulating the Work of the Writing Center." *College Composition and Communication* 47.4 (1996): 523-548. Print. Grimm, Nancy M. "New Conceptual Frameworks for Writing Center Work." *The Writing Center Journal* 29.2 (2009): 11-27. Print. | **Case Discussions:** 1_____ 2_____ Discuss the tension paper. | **Reading response assignment - Post to the UWC blog before class:** 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 |

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| | | | 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.<br><br>With a client's permission, record one of your tutoring sessions. |
| **[6]** | Bazerman, Charles. "The Life of Genre, the Life in the Classroom." *Genre and Writing: Issues, Arguments, Alternatives.* Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).<br><br>**To think about as you read:**<br><br>What makes "genre-knowledge" important to tutoring writing? | Draw connections between genre theory, activity theory, and literacy theory. | Observe a writing consultation. |
| | Bazerman, Charles. "The Life of Genre, the Life in the Classroom." *Genre and Writing: Issues, Arguments, Alternatives.* Ed. Wendy Bishop and Hans Ostrom. Portsmouth, NH: Boynton/Cook, 1997. 19-26. Print. (Course pack).<br><br>Argyris, Chris. "Teaching Smart People How to Learn." *Harvard Business Review* 69.3 (1991): 4-15. Print. (Course pack). | **Case Discussions:**<br><br>3_____<br><br>4_____ | With a client's permission, record one of your tutoring sessions. |
| | Rafoth, Ben. "English for Those | Discuss observation | **Observation paper** |

| [7] | Who (Think They) Already Know It." *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 208-16. Print. | papers in small groups, identify priorities for revision. | **due:** Post on Webcourse discussion board before class. And bring a hard copy to class. |
| --- | --- | --- | --- |
| | Harris, Muriel, and Tony Silva. "Tutoring ESL Students: Issues and Options." *College Composition and Communication* 44.4 (1993): 525-37. Print. (Course pack). | **Case Discussions:** <br><br> 5_____ <br><br> 6_____ <br><br> Discuss conversation analysis paper. | **Reading response assignment - Bring to class completed today:** <br><br> 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. <br><br> With a client's permission, record one of your tutoring sessions. |
| [8] | Black, Laurel Johnson. *Between Talk and Teaching: Reconsidering the Writing Conference.* Logan: Utah State UP, 1998. Chapts. 2 & 3. 39-85. | **Case Discussions:** <br><br> 7_____ <br><br> 8_____ <br><br> Discuss principles of conversation analysis. | **Revised observation paper due:** Post on Webcourse discussion board before class. <br><br> **Reading response assignment - Bring completed to class today:** <br><br> 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, |

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

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

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

| | | Case Discussions: | Conversation analysis paper due: |
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| | | 15_____<br><br>16_____<br><br>Discuss transcription papers in small groups, identify priorities for revision. | 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." *Representing the 'Other': Basic Writers and the Teaching of Basic Writing (Refiguring English Studies).* 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." *Reconceiving Writing, Rethinking Writing Instruction.* Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack). | **Case Discussions:**<br><br>17_____<br><br>18_____ | |
| **[14]** | Russell, David. "Activity Theory and Its Implications for Writing Instruction." *Reconceiving Writing, Rethinking Writing Instruction.* Ed. Joseph Petraglia. Mahwah, NJ: Lawrence Erlbaum, 1995. READ ALL, pp. 51-77. Print. (Course pack).<br><br>Bourman, Kurt. "Raising Questions About Plagiarism." *ESL Writers: A Guide for Writing Center Tutors.* 2$^{nd}$ ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 161-75. | Meet in Computer Lab.<br><br>Discuss activity theory.<br><br>Begin work on collaborative paper. | Arrange a conference to discuss your conversation analysis paper. |

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

**UCF**

| | | Complete and discuss collaborative paper. | **paper on the Webcourse discussion board before the end of class.** |
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# Program Action Request Form

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

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

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

**Proposed Effective Term/Year:  Summer 2012 (effective as of the 2012-13 catalog)**

**Unit(s) Housing Program:  College of Education**

**Name of program, track, and/or certificate:  Education PhD.  The proposal is to add an Early Childhood Track.**

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

The Early Childhood track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of early childhood.

**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?)

Deadlines remain the same as designated by Graduate Studies.

**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. Judit Szente   Judit.Szente@ucf.edu   407-823-3656   ED 122Q

Early Childhood M.S. Website:
http://education.ucf.edu/prog_page.cfm?fid=61425956745341447F750D02001666435F5178740B000101

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

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

**X   Addition.** Please proceed to Part A.  **Adding an Early Childhood Track the Education PhD Program.**

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

☐ **Inactivation:  N/A**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:   N/A**

## Signature Page

**RECOMMENDATIONS**

| | | | | |
|---|---|---|---|---|
| ☐ Yes | ☐ No | **Department Chair:** | | **Date:** |
| ☐ Yes | ☐ No | **College Curriculum Committee Chair:** | | **Date:** |
| ☐ Yes | ☐ No | **College Dean or Unit Head:** | | **Date:** |
| ☐ Yes | ☐ No | **Chair or GSC:** | | **Date:** |
| ☐ Yes | ☐ No | **Dean, College of Graduate Studies:** | | |
| | | | | **Date:** |

**APPROVAL**

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

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;

University Analysis and Planning Support; College of Graduate Studies

## Part A – For <u>additions or revisions</u> of programs, tracks or certificates

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

> **Addition of an "Early Childhood" track to the Education PhD. Please see the attached Memorandum explaining the purpose, need, career outcomes, target audience, and curriculum for the proposed Early Childhood PhD Track.**

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

☐ Yes ☐ No **N/A**

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

**N/A**

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

## Name Change **N/A**

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

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.

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

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

old CIP:

new CIP:

Specify the faculty who will participate their credentials to do so:

**Dr. Anne McDonald Culp** is a Professor in Early Childhood Development and Education. Dr. Culp holds a Ph.D. in Development and Child Psychology from the University of Kansas, a MS degree in Applied Development Psychology from the University of Colorado, and a BS degree in Early Childhood Development from Colorado State University. She has served as president of Division 37 (Society for Child and Family Practice and Policy) of the American Psychological Assn; and has served on the National Research Council for the National Center on Child Abuse Prevention. Her current research focuses on: the effects of home visitation programs with first-time parents and their infants; and the parenting characteristics associated with early school success with Head Start and PreK populations.

**Rex E. Culp, PhD, JD,** is a Professor in the Department of Child, Family and Community Sciences in the Early Childhood Development and Education program. Recently, he rejoined the faculty from his administrative position of Associate Dean for Research and Graduate Studies. Prior to his position at UCF, he held teaching and research positions at Colorado State University, the University of Colorado Medical Center, the University of Kansas Medical Center, the University of North Carolina at Greensboro, Oklahoma State University and the University of Alabama. In addition, he has served as the Director of Research for the Children's Place (Kansas City, MO), a day-treatment program for maltreated children, Associate Center Scientist at the Center for the Advancement of Youth Health at the University of Alabama at Birmingham, Charter Senior Investigator at the Institute for Rural Health Research in the College of Community Health Sciences at the University of Alabama, and member of the center of Excellence for Minority Health Disparities, Bioethics and Rural Health in Alabama's Black Belt at Tuskegee University and the University of Alabama.

Graduate courses taught since 1973 include: Infant Behavior and Development, Advanced Topics: Infant Research, Socialization Processes in Human Development, Infant and Toddler Education Problems in Family Relations, Social, Economic and Legal Problems of the Family and Observational Methods in Developmental Research. Undergraduate courses he has taught since 1973 include: Theories of Child Development, Development of Sex Roles and Sex Discrimination, Infancy and Early Childhood, Childhood Socialization, Practicum in Human Development and Family Studies, Parenting and Infant Care, Professional and Ethical Issues, Family Interaction: Observation and Assessment, Preprofessional Laboratory Experience - Early Childhood Education, Families in Crisis, and Fundamentals of Research Methodology in Family Relations and Child Development Dr. Rex Culp has conducted research on at-risk parenting, child maltreatment and intervention programming for over 35 years.

**Dr. Tracy Payne Cummings** received her Ph.D. from Vanderbilt University's Department of Teaching, Learning, and Diversity. Her fellowship to train in the Experimental Education Research and Training

Program (ExpERT) was sponsored by the Institute of Education Sciences. ExpERT features an integrated sequence of graduate courses in statistics, measurement and design, along with courses in educational practices, context and learning. In addition to coursework, Dr. Cummings participated in extensive field research to acquire expertise in planning, executing and analyzing high-quality randomized field trials. In 2009, she won a graduate student research award from the Department of Health and Human Services to conduct her dissertation study, a randomized control study, examining the effect of an early mathematics intervention in Head Start. Dr. Cummings research interests include early childhood educational interventions, improving the academic outcomes among children from economically disadvantaged homes, and early childhood mathematics development.

**Dr. Judith Levin** earned an Ed.D. and joined the UCF Early Childhood Development and Education (ECDE) Faculty in August 2006. She has taught both undergraduate and graduate courses in the program and is currently the ECDE Undergraduate Program Coordinator.  Dr. Levin organizes the (annual) Early Childhood Graduate Summer Institute and is one of the presenters each year. Her presentation topics include: Differentiating Instruction, CLASS Assessment Tool (a teacher-child interaction assessment tool), and Bullying.

Dr. Levin is a consultant with the City of Orlando's Parramore Kids Zone Baby Institute, a parent education program for families in economically-disadvantaged neighborhoods. She wrote an infant and preschool children's parent training curriculum for the Baby Institute.  Dr. Levin is spending Fall Semester 2011 living in Harlem New York and working with a Head Start Program. She will use the knowledge gained from this experience to enhance the program through faculty and student seminars.


**Tara Saathoff-Wells**, **PhD** is a faculty member in the Department of Child, Family and Community Sciences at the University of Central Florida. From 1989 through 1994, she worked in Kenya and Mozambique with both indigenous and U.S. expatriate populations. Her graduate degrees are in Child Development (MS, Oklahoma State University) and Organizational Culture and Family Development (PhD, The University of Alabama). As a doctoral student, she completed an internship with the U.S. Department of State in the Family Liaison Office, the primary family and child resource and support office for U.S. diplomatic families. Dr. Saathoff-Wells is a former, tenured faculty member in Human Development and Family Studies (2000-2011) at Central Michigan University and served as Director of the Women's Studies Program at CMU from 2006 through 2011.

Dr. Saathoff-Wells' areas of expertise are in infant-toddler development, refugee and immigrant families in the US, and families who are in the US Diplomatic Corps and Military workforce. She is a lead co-author on a forthcoming textbook, *Serving Military Families in the 21st Century* (April 2012). Dr. Saathoff-Wells served as a faculty leader from 2006-2008 for an annual international service learning course, which brought CMU students to Cuidad Oaxaca, Mexico to work with children living in shelters.

Currently, Dr. Saathoff-Wells is working in the community as a parent educator for the Parramore Kidz Zone Baby Institute, a joint pilot project funded by the City of Orlando and the Early Learning Coalition of Orange County.

At UCF, Dr. Saathoff-Wells has taught courses for the Early Childhood Development (Track 2) program and supervised undergraduate and graduate practicum students. Additionally, she is an active faculty member in a cooperative research lab that works with both undergraduate and graduate students to conduct original research in the area of parent-infant interactions and early intervention programming.

**Dr. Judit Szente** is Associate Professor of Early Childhood and Program Coordinator of the Master of Science in Early Childhood Development and Education at UCF. She received her graduate degrees from the University at Buffalo in Early Childhood/Elementary Education, adding to her B.A. degree in Elementary Education and English as a Second Language from Hungary. Dr. Szente served as a preschool teacher educating 3- to 5-year-olds from over 10 different countries. She also taught at the upper early childhood level and worked with economically disadvantaged students in Buffalo, NY.

Dr. Judit Szente has participated in international teaching/learning programs in Hungary, Bulgaria, Denmark, England, the United States, Ethiopia, Japan, and completed the United Nations Summer Study and International Education Diplomacy programs. Dr. Szente is an Editorial Board member of the *Journal of Early Childhood Teacher Education; Early Childhood Education Journal*; Co-Chair of the Publications Committee and a member of the Public Affairs Committee of the Association for Childhood Education International (ACEI). She was the Guest Editor/Co-Editor for the following refereed theme issues: Educating the urban child: Special challenges - Promising programs (Childhood Education, 2006); Helping children cope with the impact of war, terrorism, and disaster (Childhood Education, 2009); and International perspectives on early childhood teacher education (*Journal of Early Childhood Teacher Education, 2009*). From Fall 2007, Dr. Szente has served as a United Nations Representative of the Association for Childhood Education International.

At UCF, Dr. Szente has been teaching both undergraduate and graduate courses in early childhood theories and practice, arts and creativity, and global issues. She has served on a number of Honors-in-the-Major, Master's Thesis, and Doctoral Dissertation Committees. Her interests include international collaborations; international development, and the education of at-risk children in our global community.

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

how?

> **Students in the field of Early Childhood will be positively impacted to have the opportunity to complete an Education/Early Childhood PhD.**

**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.

> A meeting was held on May 24, 2011 with the following individuals to discuss the development of the Early Childhood Track for the Education PhD Program.
>
> - Dr. Mike Robinson, Director of Doctoral Programs in the College of Education
> - Dr. Anne M. Culp, CFCS Chair and Early Childhood Professor
> - Dr. Judit Szente, Early Childhood Development and Education M.S. Program Coordinator
> - Dr. Judith Levin, Early Childhood Development and Education B.S. Program Coordinator
>
> A proposal was discussed and Dr. Mike Robinson provided his approval to move forward with the development of the Early Childhood Track for the Education PhD Program.

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

> The identified target audience for this Ph.D. track in Early Childhood will be individuals who currently are in the field of education and who wish to enter the professoriate in early childhood education. An initial enrollment of four to six Ph.D. candidates is projected for this track followed by six candidates per year as an estimated annual target.

|           | Year 1 | Year 2 | Year 3 |
|-----------|--------|--------|--------|
| Headcount | 6      | 12     | 18     |
| SCHs      | ~120   | ~240   | ~360   |

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

> This proposed program is intended for educators who are interested in 1) teaching in a college or university; 2) becoming an early childhood researcher at local, state, national, or international level; 3) becoming an early childhood consultant at local, state, national, or international level; or 4) becoming a school-based researcher. This program is committed to preparing educators through a program that integrates both research and educational practice in all courses

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.)

**Assistantships will be garnered through grants and from the College of Education. The number of assistantships varies from year to year.**

## 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

THIS SECTION DOES NOT APPLY

# TRACK DESCRIPTION

The Early Childhood track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of early childhood.

# CURRICULUM

## Total Credit Hours Required:

69 Credit Hours Minimum beyond the Master's Degree

## Required Courses—45 Credit Hours

### Core Courses—24 Credit Hours

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

### Specialization Courses—15 Credit Hours

- EEC 7XXX: Theoretical Foundations of Early Childhood (3 credit hours)
- EEC 7XXX: Early Childhood: Professional Publishing and Grant Writing (3 credit hours)
- EEC 7XXX: Advocacy, Public Policy, and Program Evaluation in Early Childhood (3 credit hours)
- EEC 7XXX: Current Trends in Child, Family, and Community Sciences (3 credit hours)
- EEC 7XXX: Critical Analysis of Early Childhood Research (3 credit hours)

## Independent Study— 6 Credit Hours

- EEC 6908 Internship (focusing on teaching an undergraduate EC course) (3 credit hours)
- EEC 6908  Internship (focusing on EC research) (3 credit hours)

## Dissertation—24 Credit Hours

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

## Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

- Completion of all 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.

### Candidacy Examinations

All PhD candidates will be required to complete two examinations.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

## INDEPENDENT LEARNING

The dissertation satisfies the independent learning requirement.

# 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 master's degree in a closely related field.

- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation from professional or academic sources.
- Goal statement.
- Résumé.
- A timed writing sample produced during the interview.
- Two years of experience in a setting related to early childhood.
- Group interview with faculty. Current doctoral students may also interview applicants.
- Applicants to this program are strongly encouraged to complete the necessary information requested for the ETS PPI (Personal Potential Index) report that is available during the GRE examination.  All official PPI reports must be submitted directly to the UCF College of Graduate Studies (use UCF Institution Code: 5233).

## Application Deadlines

| Exceptional Education | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| Domestic Applicants | Dec 20 | Feb 15 | - | - |
| International Applicants | Dec 20 | Jan 15 | - | - |
| International Transfer Applicants | Dec 20 | Feb 15 | - | - |

# 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.

**Memo**

**To:**    Dr. Rex Culp, Assoc. Dean of Research and Graduate Studies, College of Education
          Dr. Mike Robinson, Director of Doctoral Studies, College of Education
          Dr. Anne Culp, Dept. of Child, Family and Community Sciences, Chair
          Dr. Judit Szente, Early Childhood Education Coordinator
          Mr. Michael Arthur, Dept. Head, Acquisitions & Collections
          Ms. Mary Page, Assoc. Director, Technical Services
          Mr. Barry Baker, Director of Libraries
          Dr. Patricia Bishop, Vice-Provost and Dean, Graduate Studies

**From:**  Terrie Sypolt, Reference Librarian, Education

**Subject:**  Library Evaluation of the Proposal to Add the Early Childhood Education Track in the PhD in Education

**Date:**  October 18 2011

When reviewing library support for a new Early Childhood Education Track in the Ph.D. program in Education, I selected the following institutions for the comparison:

- University of Florida
- University of South Florida
- University of Georgia
- University of North Carolina at Chapel Hill

Each of these institutions has been identified as a peer institution by the College of Education and has a Ph.D. program in Early Childhood in the College of Education that offer similar courses to ours. As one can see from the attached support, UCF currently has the library resources it needs to support the start-up of the Ph.D. track in Early Childhood Education.

**Databases**:  UCF Libraries' database list compares favorably with those of the other chosen institutional programs.  The only database we do not have currently is *Child Development & Adolescent Studies* (New from EBSCOhost).  That covers current and historical literature related to growth & development of children through age 21.

**Journal**s:  UCF Libraries' journal list compares favorably with those of the compared institutions.

**Books**: UCF holds more monographs, published from 1990 to current, than the University of Florida Libraries and the University of South Florida Libraries in Early Childhood Education. The University of Georgia has more monographs than UCF. UNC Chapel Hill has many more monographs than any of the other universities compared. Therefore, I disregarded UNC Chapel Hill holdings.

I also compared monographs from the University of Minnesota and their collection was comparable to the University of Georgia holdings. Some of the difference results from government documents that have been cataloged and placed in the University of Georgia and the UNC Chapel Hill catalogs. UCF's documents collection may contain some of the document titles held by UGA or UNC, but ours still need to be cataloged and added into the online catalog.

Based upon the numbers seen from the comparison, UCF has enough books to support the startup of a Ph.D. program in Early Childhood. For those older books that UCF does not own, ILL can be utilized. However, to ensure the continued support of the program, see the discussion under Costs.

**Costs**: Library money needed for start-up of a Ph.D. track in Early Childhood = $0.00. For continued library support, the library will need $3,000.00 annually for the next 5 years. That will enable us to purchase new books, journals and/or databases that become available to support the program.

**Early Childhood Education Ph.D. Library Evaluation Support**

**Databases**

| Database Name | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| Dissertations & Theses Full Text/Digital Dissertations | x | x | x | x | x |
| Education Full-Text | x | x | x | | x |
| Education Research Complete | | | | x | |
| ERIC | x | x | x | x | x |
| PsycINFO | x | x | x | x | x |
| Social Sciences Full Text | x | x | x | | |
| Web of Science (SSCI) | x | x | x | x | x |
| What Works Clearinghouse | x | x | x | x | x |
| Academic Search Premier/Academic Search Complete | x | x | x | x | x |
| Child Care & Early Education Research Connections | x | x | x | x | x |
| Child Development & Adolescent Studies | | | | x | |
| Children's Core Collection | x | x | | | |
| Children's Literature Comprehensive Database | x | | | x | x |
| Educator's Reference Complete | x | x | | | |
| Florida Department of Education | x | x | x | | |
| Google Scholar | x | x | x | | x |
| HaPI | x | x | x | x | x |
| International Children's Digital Library | x | x | x | x | x |
| JSTOR | x | x | x | x | x |
| Lexis Nexis Academic | x | x | | x | x |
| Linguistics & Language Behavior Abstracts (LLBA) | x | | x | x | x |
| Mental Measurements Yearbook | x | x | | x | x |
| National Center for Education Statistics | x | x | x | x | x |
| OmniFile Full-Text | x | | x | | |
| Primary Search | x | | | x | x |

| Database Name | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| Professional Development Collection | x | x | | x | |
| Project Muse | x | | x | x | x |
| Social Services Abstracts | x | | x | x | x |
| Sociological Abstracts | x | x | x | x | x |
| Teacher Reference Center | | x | | | |
| U.S. Dept of Education | x | x | x | x | x |
| WorldCat | x | x | x | x | x |
| | | | | | |
| | | | | | |
| | | | | | |

**Database Analysis:  UCF Libraries have the databases we need to support a Ph.D. track in Early Childhood Education.**  The only database that we do not have is the new *Child Development and Adolescent Studies* database.  It includes the issues of Child Development Abstracts and Bibliography from 1927-2001(which we have bound at HQ750.A1C47).  It also includes new coverage on child rights and welfare issues (most of which are covered in other databases to which we already subscribe. Most of the documents included are available elsewhere in other Ebschost databases to which UCF currently subscribes.

*Additional databases needed for program startup:  $0.00*

**Journals:**

| Early Childhood Education Journal Title | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| American Educational Research Journal | x | x | x | x | x |
| Australian Journal of Early Childhood | x | x | x | x | x |
| **British Educational Research Journal** | x | x | x | x | x |
| **Child Care, Health and Development** | x | | | | x |
| **Child & Youth Care Forum** | x | | | x | x |
| **Child Development** | x | x | x | x | x |

| Early Childhood Education Journal Title | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| **Child Health and Education** | x | x | x | | x |
| **Childhood Education: Infancy Through Early Adolescence** | x | x | | x | x |
| **Contemporary Issues in Early Childhood** | x | | | | x |
| **Developmental Psychology** | x | | | x | x |
| **Dimensions of Early Childhood** | x | | | x | |
| **Early Child Development and Care** | x | | | x | x |
| **Early Childhood Education Journal** | x | x | x | x | x |
| **Early Childhood Research and Practice** | x | | | x | x |
| **Early Childhood Research Quarterly** | x | | | x | x |
| **Early Education and Development** | x | x | | x | x |
| **Early Human Development** | x | | | x | x |
| **Early Years: Journal of International Research and Development** | x | | | | x |
| **Education 3-13: the Professional Journal for Primary Education** | x | | | | x |
| **Elementary School Journal** | x | | | x | x |
| **European Early Childhood Education Research Journal** | x | | | | x |
| **Focus on Pre-K & K** | | | | | x |
| **Future of Children** | x | | | x | x |
| **Infancy** | x | | | x | x |
| **Infant and Child Development** | x | | | x | x |
| **Infant Behavior & Development** | x | | | x | x |
| **Infants and Young Children** | x | | | x | x |
| **Instructor** | x | | | x | x |
| **International Journal of Early Childhood** | x | | | | x |
| **International Journal of Early Years Education** | x | | | x | x |
| **Journal of Child Health Care** | x | | | | x |
| **Journal of Cognition and Development** | x | | | | x |
| **Journal of Educational Psychology** | x | | | x | x |

| Early Childhood Education Journal Title | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| **Journal of Elementary Science Education** ceased in 2009 | x | | | x | x |
| **Journal of Research in Childhood Education** | x | x | | x | x |
| **Language Arts** | x | | | x | x |
| **Montessori Life** | x | | | x | x |
| **New Directions for Child and Adolescent Development** | x | | | x | x |
| **Science and Children** | x | | | x | x |
| **Teaching Children Mathematics** | x | | | x | x |
| **Teaching Pre K-8** | x | | | | x |
| **Teaching Tolerance** | x | | | x | x |
| **Theory into Practice** | x | | | x | x |
| **Topics in Early Childhood Special Education** | x | | | x | x |
| YC: Young Children  (Formerly **Young Children**) | x | | | x | x |
| | | | | | |

**Journal Analysis: No new journal titles needed.  Additional costs needed for program startup:  $0.00**

**Books:  Published > 1990.**

| Subject Heading | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| Bilingualism in children | 49 | 46 | 65 | 51 | 57 |
| Child care | 40 | 34 | 51 | 51 | 224 |
| Child development | 688 | 495 | 524 | 775 | 1,634 |
| Children with disabilities Education Preschool | 26 | 27 | 16 | 26 | 30 |
| Cognition in children | 253 | 210 | 212 | 353 | 347 |
| Day care centers | 18 | 18 | 26 | 27 | 27 |
| Early childhood education | 272 | 178 | 187 | 281 | 1,474 |
| Education, Preschool | 96 | 47 | 65 | 91 | 534 |
| Infants | 7 | 9 | 6 | 15 | 975 |

| Subject Heading | UCF | UF | USF | U Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| Kindergarten | 21 | 33 | 16 | 27 | 177 |
| Language acquisition | 385 | 496 | 385 | 494 | 544 |
| Montessori method of education | 19 | 10 | 12 | 21 | 24 |
| Motor ability in children | 79 | 59 | 28 | 72 | 54 |
| Perception in children | 21 | 6 | 8 | 8 | 20 |
| Play | 180 | 123 | 134 | 163 | 822 |
| Reading (Preschool) | 19 | 24 | 33 | 28 | 63 |
| | 2,173 | 1,903 | 1,768 | 2,483 | 6,943 |
| | 1.00 | .88 | .81 | 1.14 | 3.20 |
| | | | | | |

*Additional books needed for program startup:  $0.00*

**Reference Books**

| Title | UCF | UF | USF | U of Ga | UNC Chapel Hill |
|---|---|---|---|---|---|
| Early Childhood Education: an International Encyclopedia | x | | | x | x |
| Encyclopedia of Infant and Early Childhood Development | | x | x | | |
| Handbook for Early Childhood Administrators: Directing with a Mission | x | | | x | x |
| Handbook of Child Development and Early Education: Research to Practice | x | | | x | x |
| Handbook of Research on the Education of Young Children | x | | | x | x |
| | | | | | |

**Reference Books Analysis**:  While the *Encyclopedia of Infant and Early Childhood Development* is on my wish list, $1,100.00 is hard to come by with the current library budget.  Note that neither U of Georgia nor UNC Chapel Hill has purchased it.

# Proposal

# <u>Education Ph.D. – Early Childhood Track</u>

College of Education
Department of Child, Family, & Community Sciences

Dr. Judit Szente
Dr. Anne Culp
Dr. Rex Culp
Dr. Judith Levin
Dr. Tara Saathoff-Wells
Dr. Tracy Cummings
Dr. Roanne Brice

# Education Ph.D. – Early Childhood Track

## *Purpose of the Track:*

Faculty in the Department of Child, Family, & Community Sciences propose a new track in the Education Ph.D. program:  Early Childhood Track.  The track builds on the existing Ph.D. in Education research core and adds a specialization area in early childhood that focuses on early childhood research, current issues in early childhood, early childhood publications, and early childhood advocacy and policy.

This proposed program is intended for educators who are interested in 1) teaching in a college or university; 2) becoming an early childhood researcher at local, state, national, or international level; 3) becoming an early childhood consultant at local, state, national, or international level; or 4) becoming a school-based researcher.  This program is committed to preparing educators through a program that integrates both research and educational practice in all courses.

Our Ph.D. students will become part of our community at the College of Education, University of Central Florida and our professional organizations. Throughout their Ph.D. studies, our students will be prepared to 1) teach courses in early childhood teacher education; 2) critically study and analyze early childhood theories, foundations, trends, and issues; 3) conduct and publish their own research, 4) apply for grant funding, and 5) become advocates for children and their families at all levels.

## *Career Outcomes:*

The Early Childhood track is designed to prepare scholars and leaders in early childhood education and development in the following types of professional positions:

- Professor in early childhood at a college or university
- Early childhood researcher
- Early childhood consultant
- School-based early childhood researcher

## *Identified Target Audience:*

The identified target audience for this Ph.D. track in Early Childhood will be individuals who currently are in the field of education and who wish to enter the professoriate in early childhood education.   An initial enrollment of four to six Ph.D. candidates is projected for this track followed by six candidates per year as an estimated annual target.

2

## *Need:*

There is a great emphasis being placed on the needs of early childhood by educators, child advocates, and policy makers as a means of narrowing the academic gap between the more affluent majority and those children deemed most at risk for academic failure. Such an emphasis is founded upon several important longitudinal studies that consistently show the cost-benefit ratio of quality early childhood programs is well worth the investment, benefiting children living in poverty the most. It is this emphasis that has not only led to major increases in the federal funding sources available to support programs for young children, but also has brought national attention to the lack of available programs. For example, Head Start serves almost one million children living in poverty, which is only three out of five of those children who qualify for services.

In addition to the growing demand for early childhood teachers is a growing demand for professionals who work with young children in any capacity. Experts across all disciplines recognize that both areas require specialized knowledge. The needs of young children differ dramatically from those of older children and so instruction requires a different set of skills than those taught to teachers of elementary education. In addition, individuals who work with young children in other capacities need to learn how to work with an increasingly diverse population of children while involving their families and communities.

Nationally, there simply are not enough highly qualified graduate level programs available to train the number of professionals needed to meet the growing demands of early childhood development and education.  A Ph.D track in early childhood development and education will help meet this need. In the State of Florida, there are three universities offering doctoral programs in early childhood: University of Florida, Nova Southeastern University, and University of South Florida.

Among these, at the University of Florida, students interested in early childhood can receive a Ph.D. in Special Education with a program of study emphasizing early childhood education. The program at Nova Southeastern University is an Ed.D. program and not a Ph.D.; therefore, it does not offer candidates the same research-based coursework nor prepares them to be early childhood researchers. These two programs of studies do not relate closely to our proposed program.

At the University of South Florida, students may receive a Ph.D. in Curriculum and Instruction with an emphasis in Early Childhood. Their program of study focuses on early childhood teacher practices. Our Department of Child, Family, and Community Sciences at the College of Education focuses on the whole child. This means that we look at child development from birth to age 8 within the contexts of family and community.

In addition, students in our proposed track in early childhood will be able to study under a more diverse and experienced faculty (i.e., 2 full professors, 1 associate professor, 2 assistant professors, and 1 instructor with research interests in infant/parent interaction;

infant development; early childhood math development; social/emotional development; immigrant/refugee children; military families; and child life). In comparison, USF's Ph.D. in Curriculum and Instruction with an emphasis in Early Childhood faculty includes 1 professor and 3 assistant professors.

## *Curriculum:*

The Education Ph.D. is a 69 credit hours of study beyond the Master's degree. The proposed track in Early Childhood is a 21-hour specialization including 5 courses and 2 independent studies:

Specialization Courses – 15 Credit Hours
EEC 7XXX: Theoretical Foundations of Early Childhood (3 credit hours)
EEC 7XXX: Early Childhood: Professional Publishing and Grant Writing (3 credit hours)
EEC 7XXX: Advocacy, Public Policy, and Program Evaluation in Early Childhood (3 credit hours)
EEC 7XXX: Current Trends in Child, Family, and Community Sciences (3 credit hours)
EEC 7XXX: Critical Analysis of Early Childhood Research (3 credit hours)

Internship – 6 Credit Hours
EEC 7XXX: Internship (focusing on teaching an undergraduate EC course) (3 credit hours)
EEC 7XXX: Internship (focusing on EC research) (3 credit hours)

Admission requirements include traditional standards for admission to a UCF Ph.D. program and will also include an interview and a written narrative, both of which will be conducted on campus.  Further requirement includes two years of successful experience in a professional role in an early childhood setting. Upon admission to the program, the candidate will be assigned to an advisor.

## *Faculty Resources and Impact on the Department:*

There is adequate faculty teaching the Core Courses in Education Ph.D. In addition, there is also adequate faculty teaching the Early Childhood Specialization courses.

Over the past 12 months, the program has increased the number of graduate faculty in Early Childhood Development and Education. Two new hires (Dr. Tara Saathoff-Wells and Dr. Tracy Cummings) joined our program along with two faculty members (Dr. Anne Culp and Dr. Rex Culp) who have returned from administration to teaching. Therefore, the ultimate impact on the Department of Child, Family, & Community Sciences is that no additional faculty will be needed. Additionally, our Ph.D. students will provide additional faculty resources for both of our undergraduate tracks in early childhood education and development.

Courses developed for the Ph.D. Early Childhood track could also be used by students in our MS in Early Childhood Development and Education program as electives, in the Ed.D. in Curriculum and Instruction program as electives, and by students in other tracks within the  Education Ph.D. program upon approval.

Scheduling of the Early Childhood specialization courses would be two doctoral level courses per Fall and Spring semesters and one course during the summer.

Fall Courses:
EEC 7XXX:  Early Childhood: Professional Publishing and Grant Writing
EEC 7XXX: Theoretical Foundations of Early Childhood

Spring Courses:
EEC 7XXX:  Advocacy, Public Policy, and Program Evaluation in Early Childhood
EEC 7XXX: Critical Analysis of Early Childhood Research

Summer Course:
EEC 7XXX: Current Trends in Child, Family, and Community Sciences

EEC 7XXX: Internship courses can be taken at any semester based on permission of instructor. Students in the Internship courses can either be serving as undergraduate course instructors or working in faculty research labs.

Assistantships will be garnered through grants and from the College of Education.

*Graduate Faculty for Early Childhood Track:*

| Early Childhood Faculty | Qualifications |
|---|---|
| Dr. Anne Culp Professor | Ph.D. in Developmental and Child Psychology |
| Dr. Rex Culp Professor | Ph.D. in Developmental and Child Psychology; J.D. |
| Dr. Judit Szente Associate Professor | Ph.D. in Elementary/Early Childhood Education |
| Dr. Tracy Cummings Assistant Professor | Ph.D. in Development, Learning, and Diversity |
| Dr. Judith Levin Instructor/Undergraduate Program Coordinator in Early Childhood | Ed.D. in Child, Youth, and Family Studies |
| Dr. Tara Saathoff-Wells Visiting Assistant Professor | Ph.D. in Organizational Culture and Family Development |

**Administration of Program:**
The projected implementation start date is estimated to be Fall 2012.

**Appendix**
**Appendix A: Library Support Report**

# Program Action Request Form

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

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

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

**Proposed Effective Term/Year:  Summer 2012 (effective as of the 2012-13 catalog)**

**Unit(s) Housing Program:  Education**

**Name of program, track, and/or certificate:  Education PhD:  Exercise Physiology Track**

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

N/A-same

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

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

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

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

Jay R. Hoffman, Ph.D., Professor    E-mail: jay.hoffman@ucf.edu  Telephone: 407-823-3824;    Office: Orlando Campus ED 320H

http://education.ucf.edu/sportexscience/

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

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

☒  **Addition.** Please proceed to Part A.    Revised curriculum in specialization.

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

## Signature Page

**RECOMMENDATIONS**

| ☐ Yes | ☐ No | **Department Chair:** | Date: |
| ☐ Yes | ☐ No | **College Curriculum Committee Chair:** | Date: |
| ☐ Yes | ☐ No | **College Dean or Unit Head:** | Date: |
| ☐ Yes | ☐ No | **Chair or GSC:** | Date: |
| ☐ Yes | ☐ No | **Dean, College of Graduate Studies:** | |
| | | | Date: |

**APPROVAL**

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

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

Department(s); College; Registrar; Associate Registrar; Institutional Research; Academic Services; Faculty Senate;

University Analysis and Planning Support; College of Graduate Studies

## Part A – For <u>additions or revisions</u> of programs, tracks or certificates

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

The Education PhD: Exercise Physiology Track was reactivated in the 2011-12 AY.   Listed below are the proposed curricular revisions for the Exercise Physiology Track.  The purpose of the track specialization revisions is to provide students with the scientific knowledge and skills in advanced studies in the area of exercise physiology and wellness, sport and exercise science. Students interested in the doctoral program might come from the biological and health-related professions, exercise science, physical education, or athletic training.

- Five new courses have been developed to replace other courses not applicable to the reactivated track.

  - PET 6XXX- Dietary and Nutritional Supplementation

  - PET 6XXX: Physiological Aspects of Sport and Training

  - PET 6XXX: Program Design in Strength and Conditioning

  - PET 6XXX: Sport Nutrition

  - PET 7XXX: Exercise Endocrinology

- Two courses have been submitted to revise the course names:  PET 6515C;  &  PET 6690

- PET 7535- Research and Experimental Design in Exercise Physiology was added to further develop students' research knowledge and skills.

**These curricular revisions are strictly under the specialization list of courses.  Student will select 27 credit hours of coursework from this selection.**

**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:

**N/A**

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

## Name Change:  N/A

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

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.

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

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

old CIP:  **N/A**

new CIP:  **N/A**

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

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

1) **Jay R. Hoffman, PhD:**  Dr. Jay Hoffman holds the rank of full professor in the Department of Child, Family and Community Sciences at the University of Central Florida.  He is the Sport and Exercise Science Program Coordinator, administrating both the graduate and undergraduate programs.  Dr. Hoffman is also a fellow of the American College of Sports Medicine and the National Strength and Conditioning Association.  Dr. Hoffman was elected as President of the National Strength and Conditioning Association in July of 2009.  He holds a unique perspective in his sport science background.  Prior to his academic career he signed free agent contracts with the NY Jets and Philadelphia Eagles of the NFL and the Tampa Bay Bandits of the USFL.  Recent honors and awards bestowed upon Dr. Hoffman include: 2007 Outstanding Sport Scientist of the Year from the National Strength and Conditioning Association (NSCA), 2005 Outstanding Kinesiology Professional Award from the Neag School of Education Alumni Society of the University of Connecticut, 2003 Educator of the Year NSCA, and 2003 Neag School of Education Outstanding Alumni Research Award (University of Connecticut).  Dr. Hoffman is also the sports science advisor to Major League Baseball Strength Coaches and is assisting them in developing a steroid education program for baseball.  Dr. Hoffman's primary area of study is in sports supplementation and training paradigms.  Dr. Hoffman has published more than 150 articles and chapters in peer-reviewed journals. His books *Physiological Aspects of Sport Training and Performance* and *Norms for Fitness, Performance, and Health* were published by Human Kinetics.  *A Practical Guide to Designing Resistance Training Programs* and *Total Fitness for Baseball* were published by Coaches Choice.  Further sharing his research and findings, Dr. Hoffman has lectured at more than 250 national and international conferences and meetings.

2) **Jeffrey Stout, Ph.D**.:  Dr. Jeffrey Stout will join the Sport and Exercise Science faculty as of January 2012.  He received a bachelor's degree in Exercise Science from Concordia University in 1989 and a masters and doctorate in Exercise Physiology from the University of Nebraska-Lincoln in 1992 and 1995, respectively.  In addition, Dr. Stout is a Fellow of the American College of Sports Medicine (FACSM), Fellow of the International Society of Sports Nutrition and Certified Strength and Conditioning Specialist (CSCS).  Dr. Stout has conducted and published numerous studies that focus on nutritional intervention on exercise performance, muscle function and body composition in journals such as Journal of Applied Physiology, Journal of Strength and Conditioning Research and Medicine and Science in Sports and Exercise.  Furthermore, he has edited and co-authored six books on sports nutrition.  Dr. Stout serves on the Editorial Boards of the Journal of Strength and Conditioning Research and Journal of the International Society of Sports Nutrition and is a regular reviewer for journals such as Medicine and Science in Sports and Exercise and Journal of Sports Science and Medicine.  He has also attended and regularly presented at each NSCA National Conference since 1993 and was recently elected to the NSCA Research Committee.  Dr. Stout received the 2001 Outstanding Young Investigator of the Year Award from the NSCA as well as the Editorial Excellence Award from the Journal of Strength and Conditioning Research.

3) **Maren Fragala, Ph.D**:  Dr. Fragala is an Assistant Professor in the Sport and Exercise Science Program.  Her resarech interests focus on biochemical and physiological aspects of sports and exercise. Her prior research in the Human Performance Laboratories, the Harvard Prevention Research Center, and the University of Massachusetts spanned populations of varied ages and physical abilities.  Dr. Fragala's research involves exercise interventional studies to

decipher what happens to muscle in response to exercise stress. More specifically, she studies how resistance exercise can improve muscle quality in both older adults, with implications for reductions in the severity of sarcopenia, and younger healthy adults, with implications for optimizing physical performance. Dr. Fragala has published 36 referred scientific journal articles and four book chapters. She holds six professional memberships and is a reviewer for four journals. Dr. Fragala is also an Associate Editor for the *Journal of Strength and Conditioning Research*.

4) **Dr. Thomas Fisher, PhD:** Dr. Fisher is the former graduate coordinator of the Health/Wellness and Applied Exercise Physiology track in the Sport & Exercise Science M.S. Dr. Fisher also serves as a graduate and undergraduate instructor in Applied Exercise Physiology. Outside consultations include being the clinical director of optimum human performance, a performance enhancement, and rehabilitation private practice including physical training trograms, motivation and sport psychology, and as the director of Health Sciences at the Golf Academy of the South. Dr. Fisher has been involved with the martial arts for over 35 years, and holds the rank of senior black belt instructor, examiner, and referee. He is also a licensed mental health counselor (LHMC), certified strength & conditioning specialist (CSCS) through the NSCA, and a certified rehabilitation counselor (CRC).

5) **Joe Burden, Jr. PhD:** Dr. Joe Burden, Jr. is an Assistant Professor in the Sport and Exercise Science program. He has a plethora of administrative and pedagogical experiences in higher education, which include assistant to the director of compliance in the Department of Intercollegiate Athletics at Delaware State University, academic counselor for the football program at the University of Maryland, teaching for and coordinating the Sport Management program at Delaware State University, and serving as a teacher educator preparing pre-service teachers in the physical education teacher education program at Kean University (NJ). Dr. Burden has authored and co-authored several manuscripts accepted for publication in some of the top peer reviewed journals in the fields of education and kinesiology such as *Quest*, *Race, Ethnicity and Education*, *Research Quarterly for Exercise and Sport*, and *American Behavioral Scientist*. Dr. Burden has researched a wide range of topics including the pedagogical experiences of ethnically diverse faculty in kinesiology programs, racial/ethnic behavioral intentions in sport and physical activity, teacher educators' perceptions of pre-service teachers preparation in PETE programs as it relates to multicultural teaching competence, preservice teachers' perceived multicultural teaching competence, preservice teachers' levels of colorblind racial beliefs, and racial stereotyping in teachers, coaches, students, and athletes in sport and physical activity settings. More specifically, Dr. Burden's research foci is concerned with analyzing the influences of racial/ethnic stereotypes and its implications on teaching, learning, and behaviors in K-12 physical education and sport settings.

6) **Edward (Ted) Kian, PhD:** Dr. Kian is an Assistant Professor for the Sport and Exercise Science Program. His academic research focuses on sport media, specifically portrayals of gender and gays and lesbians in sport media articles, new media, and attitudes and experiences of sport media members. Dr. Kian's scholarly research has been published in journals such as *Broadcasting & Electronic Media, Contemporary Athletics, International Journal of Sport Communication, International Review for the Sociology of Sport, Journal of Homosexuality, Journal of Sports Media, Newspaper Research Journal, Soccer in Society, Sociology of Sport Journal, and SMART*. Dr. Kian earned an undergraduate degree in journalism from the University of Georgia, a master's in sport management from the University of Texas at Austin, and a Ph.D. in sport administration from The Florida State University, where he also served as an instructor in the sport management program and assisted with academic advising.

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

**Positive impact. PhD students will have additional course offerings in the specialization area.**

**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

| N/A |
| --- |
| |

## 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)**

**N/A Emails showing consultation with other units. (if applicable)**

**N/A If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.**

**N/A 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.**

**No change from prior list.**

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

## Part B does not apply and has been removed.

**Exercise Physiology** Track

# TRACK DESCRIPTION

The Exercise Physiology track in the Education PhD program provides advanced studies in the area of exercise physiology and wellness, sport and exercise science. Students interested in the doctoral program might come from the biological and health-related professions, exercise science, physical education, or athletic training. The Exercise Physiology track in the Education PhD program provides advanced studies in the area of exercise physiology and wellness, sport and exercise science.

Read More ▼▲

# CURRICULUM

**Total Credit Hours Required:**
75 Credit Hours Minimum beyond the Master's Degree

## Required Courses—39 Credit Hours

### Core Courses—24 Credit Hours

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

### Specialization Courses—27 Credit Hours

- PET 6XXX Physiological Aspects of Sport and Training (3 credit hours)
- PET 6XXX Program Design in Strength and Conditioning MCB 5932 Current Topics in Molecular Biology (3 credit hours)
- PET 6357C Environmental Perturbations and Human Performance PCB 6107C Advanced Cell Biology (34 credit hours)

- ~~PCB 5275 Signal Transduction Mechanics~~ PET 6381 Physiology of Neuromuscular Mechanisms (3 credit hours)
- ~~PCB 6727 Comparative Animal Physiology~~ PET 6388 Cardiovascular Physiology (3 credit hours)
- PET 6366 Exercise, Nutrition and Weight Control (3 credit hours)
- PET 6515C Assessment and Evaluation in Sport and Exercise Science (3 credit hours)
- PET 6521 Exercise Physiology Instrumentation (3 credit hours)
- PET 6690 Exercise Prescriptions for Special Populations (3 credit hours)
- PET 6XXX Dietary and Nutritional Supplementation (3 credit hours)
- PET 6XXX Sport Nutrition (3 credit hours)
- PET 7XXX Exercise Endocrinology (3 credit hours)
- PET 7365 Cardiovascular Dynamics During Exercise (3 credit hours)
- PET 7368 Regulation of Metabolism During Exercise (3 credit hours)
- PET 7535 Research and Experimental Design in Exercise Physiology (3 credit hours)
- PET 7939 Advanced Research Seminar (3 credit hours)
- ~~PHC 6000 Epidemiology (3 credit hours)~~

## Dissertation—24 Credit Hours

- PET 7980 Dissertation Research (24 credit hours minimum)

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

## Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance. Students must be enrolled in the university during the semester an examination is taken.

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

- Completion of all 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.

### Candidacy Examinations

All PhD candidates will be required to complete two examinations.

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

## INDEPENDENT LEARNING

The dissertation satisfies the independent learning requirement.

# 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 master's degree in a closely related field and master's level competency in educational research and statistics.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Résumé/vita reflecting relevant experience.
- Writing sample.
- Applicants to this program are strongly encouraged to complete the necessary information requested for the ETS PPI (Personal Potential Index) report that is available during the GRE examination. All official PPI reports must be submitted directly to the UCF College of Graduate Studies (use UCF Institution Code: 5233).

## Application Deadlines

| Exercise Physiology | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| **Domestic Applicants** | Dec 20 | Feb 15 | - | - |
| **International Applicants** | Dec 20 | Jan 15 | - | - |
| **International Transfer Applicants** | Dec 20 | Feb 15 | - | - |

# 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.

**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 <u>showing changes</u> **(use Track Changes in Word)**.

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

**Proposed Effective Term/Year:** _____

**Unit(s) Housing Program:** _____

**Name of program, track and/or certificate:** _____

**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)

_____

_____

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

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

☐ Addition. Please proceed to Part A.

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

_____

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

_____

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

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

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

# Signature Page

---

**RECOMMENDATIONS**

☐ Yes  ☐ No  **Department Chair:** _____ Date:_____

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

☐ Yes  ☐ No  **College Dean:** _____ Date:_____

☐ Yes  ☐ No  **Chair or GSC:** _____ Date:_____

☐ Yes  ☐ No  **Dean, College of Graduate Studies:** _____ Date:_____


**APPROVAL**

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


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

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

**Part A – For <u>additions or revisions</u> 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.)

```
[                                                                 ]
[                                                                 ]
[                                                                 ]
[                                                                 ]
```

**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.**)

```
[                                                                 ]
[                                                                 ]
[                                                                 ]
[                                                                 ]
```

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

☐ **Yes**      ☐ **No**

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

_____

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

**Name Change**

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

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

_____

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

_____

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

_____

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

_____

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

old CIP:

_____

new CIP:

_____

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

**Part A - Continued**

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

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

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

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

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

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

**Part A - Continued**

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

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

**Checklist of items to be provided:**

☐ **Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)**

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

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

☐ **If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.**

☐ **If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.**

**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)**

# Health and Wellness Certificate

**College** : Education

**Degree** :CRT

**Department** : Child, Family and Community Sciences

**Option** : N/A

**Program Websites** : http://education.ucf.edu/prog_page.cfm?ProgDeptID=41&ProgID=87

## PROGRAM DESCRIPTION

The Graduate Certificate in Health and Wellness is designed to assist educators in preparing education instruction to their students about health, fitness and wellness principles, including information about risk behaviors and making appropriate choices.

## CURRICULUM

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

### Required Courses - 15 Credit Hours

- HSC 5317 Health Methods: Teaching Strategies and Interventions (3 credit hours)
- PET 5355 Exercise and Health (3 credit hours)
- PET 6089 Personal and Organizational Wellness (3 credit hours)
- PET 6096 Wellness Development in Children (3 credit hours)
- PET 6505 Wellness Technology in Physical Education (3 credit hours)

## APPLICATION REQUIREMENTS

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

### Application Deadlines

| Health and Wellness Certificate | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| Domestic Applicants | - | Jul 15 | Dec 1 | Apr 15 |
| International Applicants | - | - | - | - |
| International Transfer Applicants | - | - | - | - |

**Contact INFO**

# Graduate Program

**Tom Fisher PhD**
tfisher@ucf.edu
Telephone: 407-823-3046
ED 320P  Map|

# Graduate Admissions

**Michele Motley**
gradadmissions@ucf.edu
Telephone: 407-823-2766 ext. 253
Millican Hall 230  Map|
Online Application
Graduate Admissions

**Mailing Address**

UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
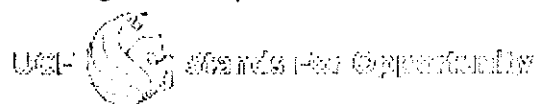Orlando, FL  32816-0112

**Institution Codes**
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

UCF  Stands For Opportunity

# Program Action Request Form

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

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

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

**Proposed Effective Term/Year:** Summer 2012 (2012-13 Catalog)

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

**Name of program, track, and/or certificate:** Sport and Exercise Science M.S.

**1) Action:** Change the TRACK name from "Sport Leadership and Coaching" to "Coaching"

**2) Action:** Add a TRACK: "Sport Nutrition"

**3) Action:** Program reorganization to include new Sport Nutrition Track and new courses (see catalog copy).

**4) Action:** Five (5) new courses are being added as graduate offerings:    *Revisions to Appl. Exer Physiology track*

PET 6XXX- Dietary and Nutritional Supplementation

PET 6XXX: Physiological Aspects of Sport and Training

PET 6XXX: Program Design in Strength and Conditioning

PET 6XXX: Sport Nutrition

PET 7XXX: Exercise Endocrinology

**5) Action:** Two (2) courses are being submitted to revise the course name: PET 6515C; & PET 6690

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

> ## OVERALL PROGRAM DESCRIPTION
>
> The Master of Science in Exercise Science provides an in-depth study of applied human physiology and how it relates to athletic performance and health and wellness across the lifespan. Additional areas of study focus on sport nutrition, environmental physiology and exercise biochemistry. Students interested in coaching will receive a thorough understanding of the physiological development of the athlete, and combine this knowledge with appropriate principles of coaching learning to maximize athlete potential and develop realistic and attainable training goals. Students can choose among three tracks: Applied Exercise Physiology; Coaching; and Sport Nutrition.
>
> ## APPLIED EXERCISE PHYSIOLOGY TRACK DESCRIPTION
>
> The Applied Exercise Physiology Ttrack in the Sport and Exercise Science graduate program provides students with knowledge in health/wellness and applied physiology. Focus of study is on preparing students to study elite athletic development, youth health and fitness, and using exercise and nutrition interventions to enhance quality of life for

mature adults. Students will prepare for careers in research, personal training, and strength and conditioning.

COACHING TRACK DESCRIPTION

The Coaching Track in the Sport and Exercise Science MS program prepares students to become more effective coaches by helping develop skills related to planning, organizing, managing, and evaluating. Program is based upon developing a solid scientific foundation to assist coaches in understanding the physiological effects of sport, training adaptation, program design and realistic goal setting. Program graduates have gone on to coaching careers at all levels of sport.

SPORT NUTRITION TRACK DESCRIPTION

The Sport Nutrition track in the Sport and Exercise Science MS program provides students with the knowledge of nutrition and how it applies to maximizing athletic performance. Program provides students with a strong background in the types and quantities of food needed by endurance and strength/power athletes. Discussion of macro- and micronutrient (vitamins and minerals) intakes are focused on their effects of athletic performance. In addition, dietary modifications for weight loss and weight gain are also discussed. The program also provides a thorough understanding of dietary and nutritional supplementation, with topic areas including regulation, legality and efficacy. This program provides nutritionists and dietitians with a thorough understanding of the dietary and supplement needs of athletes.

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

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

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

**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.
- Three letters of recommendation.
- Goal statement.
- Résumé / vita reflecting relevant experience.

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

**For the Sport and Exercise Science (M.S.) PROGRAM and all TRACKS:**

Jay R. Hoffman, Ph.D., Professor   E-mail: jay.hoffman@ucf.edu  Telephone: 407-823-3824;   Office: Orlando Campus ED 320H

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

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

☒ **Addition.** Please proceed to Part A. **Adding a "Sport Nutrition" Track**

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

**Program Revisions/Additions:**

**1) Action: Change the TRACK name from "Sport Leadership and Coaching" to "Coaching"**

**2) Action: Add a TRACK: "Sport Nutrition"**

**3) Action: Program reorganization of the program to include new Sport Nutrition Track, curricular reorganization, and new courses (see catalog copies of the Program and each Track).**

**4) Action: Five (5) new courses are being added as graduate offerings:**

PET 6XXX- Dietary and Nutritional Supplementation

PET 6XXX: Physiological Aspects of Sport and Training

PET 6XXX: Program Design in Strength and Conditioning

PET 6XXX: Sport Nutrition

PET 7XXX: Exercise Endocrinology

5) Action: **Two (2) courses are being submitted to revise the course name:** PET 6515C; & PET 6690

☐ **Inactivation  N/A**

☐ **Temporary Suspension of Admissions. Give Length of Suspension:   N/A**

**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**

## 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 <u>additions or revisions</u> of programs, tracks or certificates

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

This past year an evaluation of the graduate program and a renewed focus on the direction of graduate study has resulted in several changes being made to reflect the expertise and direction of the new graduate faculty recently hired in Sport and Exercise Science. Last year we developed the Sport and Exercise Science Program focus in both the applied and scientific research aspects of sport and exercise. There were three areas of applied and scientific research identified that would become the basis of our graduate study and research: 1) elite athletic development; 2) youth health and fitness; and 3) exercise and nutrition interventions to enhance the quality of life for mature adults. The proposed changes in our graduate program includes retaining the two current Tracks (with a name change for one of the Tracks) and adding a Sport Nutrition Track. Two existing courses are also having their names changed. Additionally, five new course offerings are being added to the program. The program is preparing students for careers in research and applied fields encompassing physiological aspects related to strength and conditioning (including exercise endocrinology, biochemistry and muscle physiology), sport nutrition (nutritional and dietary interventions), coaching, and personal training. The sport nutrition track will provide students with an learning opportunity that focuses on nutritional strategies designed to maximize human performance that range from elite athletes to maintaining muscle mass and function in the elderly. This new track is designed for the exercise science student as well as registered dieticians who are looking to gain a masters in exercise science with a specific emphasis on sport nutrition and supplementation.

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

☐ Yes ☒ No

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

**The program is just changing the name of one track and adding another Track (Sport Nutrition).**

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

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

If yes, provide the **new name of the program**: **n/a (Program name does not change)**

Provide the **name of the current program**: **Sport and Exercise Science, Master of Arts (M.S.)**

If yes, provide the **new name of the track**: Track Name Change to "**Coaching**"

Provide the **name of the current track**: "**Sport Leadership and Coaching**"

**When will the name changes become effective?** Please note: A name change will apply to the record of all students who are

currently enrolled, readmitted or newly admitted into this program as of the effective date of this change. **Summer 2012 (2012-13 catalog)**

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

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

**old CIP:**

new CIP:

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

## Part A - Continued

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

1) **Jay R. Hoffman, PhD:** Dr. Jay Hoffman holds the rank of full professor in the Department of Child, Family and Community Sciences at the University of Central Florida. He is the Sport and Exercise Science Program Coordinator, administrating both the graduate and undergraduate programs. Dr. Hoffman is also a fellow of the American College of Sports Medicine and the National Strength and Conditioning Association. Dr. Hoffman was elected as President of the National Strength and Conditioning Association in July of 2009. He holds a unique perspective in his sport science background. Prior to his academic career he signed free agent contracts with the NY Jets and Philadelphia Eagles of the NFL and the Tampa Bay Bandits of the USFL. Recent honors and awards bestowed upon Dr. Hoffman include: 2007 Outstanding Sport Scientist of the Year from the National Strength and Conditioning Association (NSCA), 2005 Outstanding Kinesiology Professional Award from the Neag School of Education Alumni Society of the University of Connecticut, 2003 Educator of the Year NSCA, and 2003 Neag School of Education Outstanding Alumni Research Award (University of Connecticut). Dr. Hoffman is also the sports science advisor to Major League Baseball Strength Coaches and is assisting them in developing a steroid education program for baseball. Dr. Hoffman's primary area of study is in sports supplementation and training paradigms. Dr. Hoffman has published more than 150 articles and chapters in peer-reviewed journals. His books *Physiological Aspects of Sport Training and Performance* and *Norms for Fitness, Performance, and Health* were published by Human Kinetics. *A Practical Guide to Designing Resistance Training Programs* and *Total Fitness for Baseball* were published by Coaches Choice. Further sharing his research and findings, Dr. Hoffman has lectured at more than 250 national and international conferences and meetings.

2) **Jeffrey Stout, Ph.D**.: Dr. Jeffrey Stout will join the Sport and Exercise Science faculty as of January 2012. He received a bachelor's degree in Exercise Science from Concordia University in 1989 and a masters and doctorate in Exercise Physiology from the University of Nebraska-Lincoln in 1992 and 1995, respectively. In addition, Dr. Stout is a Fellow of the American College of Sports Medicine (FACSM), Fellow of the International Society of Sports Nutrition and Certified Strength and Conditioning Specialist (CSCS). Dr. Stout has conducted and published numerous studies that focus on nutritional intervention on exercise performance, muscle function and body composition in journals such as Journal of Applied Physiology, Journal of Strength and Conditioning Research and Medicine and Science in Sports and Exercise. Furthermore, he has edited and co-authored six books on sports nutrition. Dr. Stout serves on the Editorial Boards of the Journal of Strength and Conditioning Research and Journal of the International Society of Sports Nutrition and is a regular reviewer for journals such as Medicine and Science in Sports and Exercise and Journal of Sports Science and Medicine. He has also attended and regularly presented at each NSCA National Conference since 1993 and was recently elected to the NSCA Research Committee. Dr. Stout received the 2001 Outstanding Young Investigator of the Year Award from the NSCA as well as the Editorial Excellence Award from the Journal of Strength and Conditioning Research.

3) **Maren Fragala, Ph.D**: Dr. Fragala is an Assistant Professor in the Sport and Exercise Science Program. Her resarech interests focus on biochemical and physiological aspects of sports and exercise. Her prior research in the Human

Performance Laboratories, the Harvard Prevention Research Center, and the University of Massachusetts spanned populations of varied ages and physical abilities. Dr. Fragala's research involves exercise interventional studies to decipher what happens to muscle in response to exercise stress. More specifically, she studies how resistance exercise can improve muscle quality in both older adults, with implications for reductions in the severity of sarcopenia, and younger healthy adults, with implications for optimizing physical performance. Dr. Fragala has published 36 referred scientific journal articles and four book chapters. She holds six professional memberships and is a reviewer for four journals. Dr. Fragala is also an Associate Editor for the *Journal of Strength and Conditioning Research*.

4) **Dr. Thomas Fisher, PhD:** Dr. Fisher is the former graduate coordinator of the Health/Wellness and Applied Exercise Physiology track in the Sport & Exercise Science M.S. Dr. Fisher also serves as a graduate and undergraduate instructor in Applied Exercise Physiology. Outside consultations include being the clinical director of optimum human performance, a performance enhancement, and rehabilitation private practice including physical training trograms, motivation and sport psychology, and as the director of Health Sciences at the Golf Academy of the South. Dr. Fisher has been involved with the martial arts for over 35 years, and holds the rank of senior black belt instructor, examiner, and referee. He is also a licensed mental health counselor (LHMC), certified strength & conditioning specialist (CSCS) through the NSCA, and a certified rehabilitation counselor (CRC).


5) **Joe Burden, Jr. PhD:** Dr. Joe Burden, Jr. is an Assistant Professor in the Sport and Exercise Science program. He has a plethora of administrative and pedagogical experiences in higher education, which include assistant to the director of compliance in the Department of Intercollegiate Athletics at Delaware State University, academic counselor for the football program at the University of Maryland, teaching for and coordinating the Sport Management program at Delaware State University, and serving as a teacher educator preparing pre-service teachers in the physical education teacher education program at Kean University (NJ). Dr. Burden has authored and co-authored several manuscripts accepted for publication in some of the top peer reviewed journals in the fields of education and kinesiology such as *Quest*, *Race, Ethnicity and Education*, *Research Quarterly for Exercise and Sport*, and *American Behavioral Scientist*. Dr. Burden has researched a wide range of topics including the pedagogical experiences of ethnically diverse faculty in kinesiology programs, racial/ethnic behavioral intentions in sport and physical activity, teacher educators' perceptions of pre-service teachers preparation in PETE programs as it relates to multicultural teaching competence, preservice teachers' perceived multicultural teaching competence, preservice teachers' levels of colorblind racial beliefs, and racial stereotyping in teachers, coaches, students, and athletes in sport and physical activity settings. More specifically, Dr. Burden's research foci is concerned with analyzing the influences of racial/ethnic stereotypes and its implications on teaching, learning, and behaviors in K-12 physical education and sport settings.

6) **Edward (Ted) Kian, PhD:** Dr. Kian is an Assistant Professor for the Sport and Exercise Science Program. His academic research focuses on sport media, specifically portrayals of gender and gays and lesbians in sport media articles, new media, and attitudes and experiences of sport media members. Dr. Kian's scholarly research has been published in journals such as *Broadcasting & Electronic Media, Contemporary Athletics, International Journal of Sport Communication, International Review for the Sociology of Sport, Journal of Homosexuality, Journal of Sports Media, Newspaper Research Journal, Soccer in Society, Sociology of Sport Journal, and SMART*. Dr. Kian earned an undergraduate degree in journalism from the University of Georgia, a master's in sport management from the University of Texas at Austin, and a Ph.D. in sport administration from The Florida State University, where he also served as an instructor in the sport management program and assisted with academic advising.

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

There will be no negative impact on the students currently in the program. The suggested changes will provide students the additional option of a Sport Nutrition track within the program, as well as additional course offerings. Students currently in the program will not be affected.

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

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

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

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

**Current Enrollment Information:**

**Total for Sport and Fitness M.A. (Former Catalogs): 47 active students.  The majority of these students will graduate in Fall 2011 or Spring 2012:**
Applied Exercise Physiology Track:    14 active students
Sport Leadership & Coaching Track: 33 active students

**Total for Sport and Exercise Science M.S. (Current Program): 45 active students:**
Applied Exercise Physiology Track:    28 active students
Sport Leadership & Coaching Track: 17 active students

**Total students in both the Sport and Exercise Science M.S. (Current Program) and the Sport and Fitness M.A. (Former Catalogs):   92 active students.**

**Please note the trend of increased students in the Applied Exercise Physiology Track.  It is anticipated that the added Sport Nutrition Track will quickly grow in enrollment as well.**

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Headcount | 92 (currently in program) | 105 | 120 |
| SCHs | ~1840 SCHs | ~2100 SCHs | ~2400 |

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

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

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

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

## Checklist of items to be provided:

✠     **Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)**

✠ **Attach all appropriate course action requests that will be necessary to implement the changes.**

N/A **Emails showing consultation with other units. Does not apply**

N/A **If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.**

✠ **If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it?  This information will be used to provide additional links for prospective students to search in the online graduate catalog.**

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

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

**Master of Science (M.S.) in Sport and Exercise Science**

**A Proposal to the Graduate Curriculum and Standards Committee**

| | |
|---|---|
| **TO:** | **CED Graduate Curriculum and Standards Committee (GCSC)** |
| **FROM:** | **Department of Child, Family and Community Sciences (CFCS)** |
| **RE:** | **Add a Track; Name change for a Track; and Curriculum Changes** |
| **Date:** | **November 15, 2011** |

## Overview / Rationale

This past year an evaluation of the graduate program and a renewed focus on the direction of graduate study has resulted in several changes being made to reflect the expertise and direction of the new graduate faculty recently hired in Sport and Exercise Science. Last year we developed the Sport and Exercise Science Program focus in both the applied and scientific research aspects of sport and exercise. There were three areas of applied and scientific research identified that would become the basis of our graduate study and research: 1) elite athletic development; 2) youth health and fitness; and 3) exercise and nutrition interventions to enhance the quality of life for mature adults. The proposed changes in our graduate program includes retaining the two current Tracks (with a name change for one of the Tracks) and adding a Sport Nutrition Track. Two existing courses are also having their names changed. Additionally, five new course offerings are being added to the program. The program is preparing students for careers in research and applied fields encompassing physiological aspects related to strength and conditioning (including exercise endocrinology, biochemistry and muscle physiology), sport nutrition (nutritional and dietary interventions), coaching, and personal training. The sport nutrition track will provide students with an learning opportunity that focuses on nutritional strategies designed to maximize human performance that range from elite athletes to maintaining muscle mass and function in the elderly. This new track is designed for the exercise science student as well as registered dieticians who are looking to gain a masters in exercise science with a specific emphasis on sport nutrition and supplementation.

## Summary of Proposed Changes from Existing Degree Plan

The Department of Child, Family and Community Sciences proposes the following additions/revisions:

**1) Action: Change the TRACK name from "Sport Leadership and Coaching" to "Coaching"**

**2) Action: Add a TRACK: "Sport Nutrition"**

**3) Action: Program reorganization to include new Sport Nutrition Track and new courses (see catalog copy).**

**4) Action: Five (5) new courses are being added as graduate offerings:**

PET 6XXX- Dietary and Nutritional Supplementation

PET 6XXX: Physiological Aspects of Sport and Training

PET 6XXX: Program Design in Strength and Conditioning

PET 6XXX: Sport Nutrition

PET 7XXX: Exercise Endocrinology

**5) Action:   Two (2) courses are being submitted to revise the course name:** PET 6515C;  &  PET 6690

These changes will not affect students in the program.  Students in current/former catalogs can complete the program/track as designated in their catalog year.

# Sport and Exercise Science M.S.  (Overview of Catalog)

## PROGRAM DESCRIPTION

The Master of Science in Sport and Exercise Science provides an in-depth study of applied human physiology and how it relates to athletic performance and health and wellness across the lifespan.  Additional areas of study focus on sport nutrition, environmental physiology and exercise biochemistry.  Students interested in coaching will receive a thorough understanding of the physiological development of the athlete, and combine this knowledge with appropriate principles of coaching learning to maximize athlete potential and develop realistic and attainable training goals.  Students can choose among three tracks within the Sport and Exercise Science Program: Applied Exercise Physiology; Coaching; or Sport Nutrition.

## CURRICULUM

The Master of Science in Sport and Exercise Science offers a thesis and non-thesis option for students.  Both the thesis and non-thesis options require a minimum of 36 credit hours. Students selecting the thesis option must receive a commitment from a faculty advisor for admission to the thesis track of the program.  Both options require a minimum of 18 credit hours of course work at the 6000 level.  Students in the M.S. program in Sport and Exercise Science have a choice of three tracks: Applied Exercise Physiology; Coaching; or Sport Nutrition. Students in the Applied Exercise Physiology and Sport Nutrition Tracks will focus on an academic curriculum that prepares them for careers in research, strength and conditioning, fitness training, and health and wellness.  Students that choose the Coaching Track will focus on an academic curriculum that prepares them for a career in coaching.

All students in the non-thesis track will be required to take an independent learning experience (PET 6910) that involves a detailed literature review specific to a subject area of the student's interest.  This is done with the supervision of graduate faculty.  Another option for students in the non-thesis track is to participate in a practicum (PET 6946) that will serve as their culminating graduate experience.

## REQUIRED COURSES

Students in all tracks must take two required courses (6 credit hours)

- EDF 6481: Fundamentals of Graduate Research in Education
- PET 5355: Exercise and Health

## CORE COURSES FOR TRACK

Students in each track will be required to take three courses (9 credit hours) specific to their track. Students in the **Applied Exercise Physiology Track** will need to take:

- PET 6XXX:     Program Design in Strength and Conditioning.
- PET 6391:     Physiological Aspects of Sport and Training
- PET 6515C:   Assessment and Evaluation in Sport and Exercise Science

Students in the **Coaching Track** will be required to take the following three courses:

- PET 5766:     Advanced Coaching Theory
- PET 6347:     Advanced Coaching Methods
- PET 6XXX:     Program Design in Strength and Conditioning

Students in the **Sport Nutrition Track** will be required to take the following three core classes:

- PET 6XXX:     Sport Nutrition
- PET 6938:     Dietary and Nutritional Supplementation
- PET 6362:     Exercise, Nutrition and Weight Control

## ELECTIVE COURSES

Students in all tracks that select the thesis option must take 15 credit hours in electives. Students that select the non-thesis option must take 18 credit hours in electives. All electives are selected in conjunction with the student's graduate advisor or the graduate coordinator. Students can choose from the following courses:

| M.S. in Sport and Exercise Science: Suggested Electives by Track | | |
|---|---|---|
| **Applied Exercise Physiology** | **Coaching** | **Sport Nutrition** |
| EDF 6401: Statistics for Educational Data | EDF 6401: Statistics for Educational Data | EDF 6401: Statistics for Educational Data |
| PET 6938: ST: Dietary and Nutritional Supplementation | PET 5216: Motivational Aspects of Coaching | PET 6XXX: Program Design in Strength and Conditioning |
| PET 6357C: Environmental Perturbations and Human Performance | PET 5495: Critical Issues: Ethics in Coaching and Sport | PET 6XXX: Physiological Aspects of Sport and Training |
| PET 6690: Exercise | PET 6515C: Assessment and | PET 6515C Assessment and |

| Prescription for Special Populations | Evaluation in Sport and Exercise Science | Evaluation in Sport and Exercise Science |
|---|---|---|
| PET 6366: Exercise, Nutrition and Weight Control | PET 6252: Race and Gender in Coaching and Sport Leadership | PET 6357C: Environmental Perturbations and Human Performance |
| PET 6381: Physiology of Neuromuscular Mechanisms | PET 6XXX: Physiological Aspects of Sport and Training | PET 6690: Exercise Prescription for Special Populations |
| PET 6388: Cardiovascular Physiology | PET XXXX: Sport Nutrition | PET 7XXX Exercise Endocrinology |
| PET 6XXX: Sport Nutrition | PET 6938: ST: Dietary and Nutritional Supplementation | PET 6381: Physiology of Neuromuscular Mechanisms |
| PET 6521 Exercise Physiology Instrumentation | PET 7535: Research & Experimental Design in Exercise Physiology | PET 6388: Cardiovascular Physiology |
| PET 7XXX Exercise Endocrinology | | PET 6521 Exercise Physiology Instrumentation |
| PET 7535: Research & Experimental Design in Exercise Physiology | | PET 7535: Research & Experimental Design in Exercise Physiology |

**THESIS OPTION**

Students selecting the thesis option will take EDF 6401 Statistics for Educational Data, and enroll in:

- PET 6908: Thesis (6 credit hours)

**NON-THESIS OPTION**

Students choosing the non-thesis option will perform a detailed literature review during enrollment in or take an advisor approved practicum.

- PET 6910: Problem Analysis (3 credit hours) **or**
- PET 6946: Practicum, Clinical Experience (3 credit hours)

**EXAMINATIONS**

Students selecting a Thesis option:  A thesis proposal defense is required.  The purpose of the proposal defense is to present the planned research and its foundations as a seminar to an interested audience of peers and advisory committee.  The proposal will be distributed to all members of the advisory committee two weeks in advance of the defense.  The advisor committee will vote to accept or reject the proposal.  The thesis proposal defense must be passed a minimum of one semester preceding the oral defense (i.e. the proposal defense and the thesis defense cannot occur in the same semester).

Students selecting a Non-Thesis option:  Non-thesis students must take a comprehensive examination no later than the semester preceding that of graduation.  If a student fails the comprehensive examination a minimum of four weeks must elapse before reexamination.  The comprehensive examination may be taken a maximum of two times.

**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.
- Three letters of recommendation.
- Goal statement.
- Résumé / vita reflecting relevant experience.

## Sport and Exercise Science MS

# PROGRAM DESCRIPTION

The Master of Science in Sport and Exercise Science provides an in-depth study of applied human physiology and how it relates to athletic performance and health and wellness across the lifespan.  Additional areas of study focus on sport nutrition, environmental physiology and exercise biochemistry.  Students interested in coaching will receive a thorough understanding of the physiological development of the athlete, and combine this knowledge with appropriate principles of coaching learning to maximize athlete potential and develop realistic and attainable training goals.  Students can choose among three tracks within the Sport and Exercise Science Program: Applied Exercise Physiology; Coaching; or Sport Nutrition. The Master of Science in Sport and Exercise Science offers students the opportunity to develop knowledge and skills to pursue careers in research, coaching, athletic leadership, personal training, and within various industries in the health and exercise field. The program offers two tracks: Applied Exercise Physiology as well as Sport Leadership and Coaching.

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

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

Read More ▼▲

# CURRICULUM

**Total Credit Hours Required:**

36̶3̶ Credit Hours Minimum beyond the Bachelor's Degree

The Master of Science in Sport and Exercise Science offers a thesis and non-thesis option for students.  Both the thesis and non-thesis options require a minimum of 36 credit hours. Students selecting the thesis option must receive a commitment from a faculty advisor for admission to the thesis track of the program.  Both options require a minimum of 18 credit hours of course work at the 6000 level.  Students in the M.S. program in Sport and Exercise Science have a choice of three tracks: Applied Exercise Physiology; Coaching; or Sport Nutrition. Students in the Applied Exercise Physiology and Sport Nutrition Tracks will focus on an academic

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

## INDEPENDENT LEARNING

All students are required to complete a research report or thesis after the completion of their coursework.

# 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.

Applicants must choose a track in this program. Track(s) may have different requirements.

## Application Deadlines

| Sport and Exercise Science MS | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| Domestic Applicants | Jan 15 | Jul 15 | Dec 1 | Apr 15 |
| International Applicants | Jan 15 | Jan 15 | Jul 1 | Nov 1 |
| International Transfer Applicants | Jan 15 | Mar 1 | Sep 1 | Dec 15 |

# FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see 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.

# Applied Exercise Physiology Track

## TRACK DESCRIPTION

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

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

Read More ▼▲

## CURRICULUM

### Total Credit Hours Required:

366 Credit Hours Minimum beyond the Bachelor's Degree

### Required Courses—69 Credit Hours

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

### Required Core Courses- 9 Credit Hours

- PET 6XXX:      Program Design in Strength and Conditioning (3 credit hours)
- PET 6391:      Physiological Aspects of Sport and Training (3 credit hours)
- PET 6515C:     Assessment and Evaluation in Sport and Exercise Science (3 credit hours)

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

### Elective Courses—18 Credit Hours

Students that select the thesis option must take 15 credit hours in electives.  Students that select the non-thesis option must take 18 credit hours in electives.  All electives are selected in conjunction with the student's graduate advisor or the graduate coordinator.  Students can choose from the following courses:

Students may select specialization courses from any of these areas with adviser's consent. Selected courses from other programs or colleges may also be substituted with adviser's consent.

ATR 5144 Advanced Human Injuries (3 credit hours)

- PET 6XXX: Sport Nutrition (3 credit hours)
- EDF 6401: Statistics for Educational Data HSC 5317 Health Methods: Teaching Strategies and Interventions (3 credit hours)
- PET 6089 Personal and Organizational Wellness (3 credit hours)

- ~~PET 6096 Wellness Development in Children (3 credit hours)~~
- ~~PET 6217 Peak Performance in Sports (3 credit hours)~~
- ~~PET 6335 Kinesiology (3 credit hours)~~
- PET 6357C Environmental Perturbation and Human Performance (3 credit hours)
- PET 6366 Exercise, Nutrition and Weight Control (3 credit hours)
- PET 6381 Physiology of Neuromuscular Mechanisms (3 credit hours)
- PET 6388 Cardiovascular Physiology (3 credit hours)
- PET 6521 Exercise Physiology Instrumentation (3 credit hours)
- PET 6690: Exercise Prescription for Special Populations (3 credit hours)
- PET 6938: ST: Dietary and Nutritional Supplementation (3 credit hours)
- PET 7XXX Exercise Endocrinology ~~PET 6505 Wellness Technology in Physical Education~~ (3 credit hours)
- PET 7535: Research & Experimental Design in Exercise Physiology 93 credit hours)
- ~~PET 6690 Exercise Testing and Prescription for Special Populations (3 credit hours)~~

## Thesis Option—6 Credit Hours

Students selecting the thesis option will take EDF 6401-Statistics for Educational Data, and enroll in:

- PET 6971 Thesis (6 credit hours)

## Nonthesis Option—3 Credit Hours

- PET 6910 Problem Analysis* (3 credit hours) or
- PET 6946 Practicum, Clinical Practice (3 credit hours)

## ~~Thesis Option—6 Credit Hours~~

- ~~PET 6971 Thesis (6-9 credit hours)~~

## ~~Nonthesis Option—6 Credit Hours~~

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

### Additional Program Requirements
A comprehensive examination is required of all students.

### INDEPENDENT LEARNING
* PET 6910 requires a research study, the independent learning experience for the program.

## 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.
- Two letters of recommendation.
- Résumé.

## Application Deadlines

| Applied Exercise Physiology | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| Domestic Applicants | Jan 15 | Jul 15 | Dec 1 | Apr 15 |
| International Applicants | Jan 15 | Jan 15 | Jul 1 | Nov 1 |
| International Transfer Applicants | Jan 15 | Mar 1 | Sep 1 | Dec 15 |

## FINANCIALS

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## Fellowships

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# ~~Sport Leadership and~~ Coaching Track^

# TRACK DESCRIPTION

The Coaching Track in the Sport and Exercise Science MS program prepares students to become more effective coaches by helping develop skills related to planning, organizing, managing, and evaluating.  Program is based upon developing a solid scientific foundation to assist coaches in understanding the physiological effects of sport, training adaptation, program design and realistic goal setting.  Program graduates have gone on to coaching careers at all levels of sport.

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

# CURRICULUM

**Total Credit Hours Required:**
36~~3~~ Credit Hours Minimum beyond the Bachelor's Degree

## Required Courses— **6**~~9~~ Credit Hours

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

- ~~PET 6910 Problem Analysis* (3 credit hours)~~

- PET 5355: Exercise and Health ~~SPM 5155 Introduction to Sports Administration~~ (3 credit hours)

## Required Core Courses- 9 Credit Hours

- PET 5766:     Advanced Coaching Theory (3 credit hours)
- PET 6347:     Advanced Coaching Methods (3 credit hours)
- PET 6XXX:     Program Design in Strength and Conditioning (3 credit hours)

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

## Elective Courses—18 Credit Hours

Students that select the thesis option must take 15 credit hours in electives. Students that select the non-thesis option must take 18 credit hours in electives. All electives are selected in conjunction with the student's graduate advisor or the EDF 6401: Statistics for Educational Data graduate coordinator. Students can choose from the following courses:

- EDF 6401: Statistics for Educational Data (3 credit hours)

Students may select specialization courses from any of these areas with adviser's consent. Selected courses from other programs or colleges may also be substituted with adviser's consent.

- PET 5216 Motivational Aspects of Coaching (3 credit hours)
- PET 5495 Critical Issues: Ethics in Coaching and Sport (3 credit hours)
- PET 5766 Advanced Coaching Theory6XXX Physiological Aspects of Sport and Training (3 credit hours)
- PET 6XXX Sport Nutrition (3 credit hours)
- PET 6347 Advanced Coaching Methods (3 credit hours)
- PET 6252 Race and Gender in Coaching and Sport Leadership (3 credit hours)
- 
- PET 6391 Training and Conditioning Techniques for Coaches (3 credit hours)

PET 6135 Historical Aspects of Sport and Physical Education (3 credit hours)

- PET 6515C: Assessment and Evaluation in Sport and Exercise Science
- PET 6938 ST: Dietary and Nutritional Supplementation (3 credit hours)
- PET 7535: Research & Experimental Design in Exercise Physiology (3 credit hours
- SPM 5506 Financial Issues in Sports and Fitness (3 credit hours)
- SPM 5308 Marketing and Promoting Sports and Fitness Programs (3 credit hours)
- SPM 6106 Planning and Operating Facilities for Sports and Fitness Programs (3 credit hours)
- SPM 6158 Leadership and Management in Sports Programs (3 credit hours)
- SPM 6726 Legal Issues in Sports and Fitness Programs (3 credit hours)

## Thesis Option—6 Credit Hours

Students selecting the thesis option will take EDF 6401-Statistics for Educational Data, and enroll in:

- PET 6971 Thesis (6 credit hours)

## Nonthesis Option—3 Credit Hours

- PET 6910 Problem Analysis* (3 credit hours) or
- PET 6946 Practicum, Clinical Practice (3 credit hours)

## Thesis Option – 6 Credit Hours

- PET 6971 Thesis (6 credit hours)

## Nonthesis Option – 6 Credit Hours

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

## Additional Program Requirements

- A comprehensive examination is required of all students.

## INDEPENDENT LEARNING

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

# 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.
- Two letters of recommendation.
- Résumé.

## Application Deadlines

| Sport Leadership and Coaching | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| Domestic Applicants | Jan 15 | Jul 15 | Dec 1 | Apr 15 |
| International Applicants | Jan 15 | Jan 15 | Jul 1 | Nov 1 |
| International Transfer Applicants | Jan 15 | Mar 1 | Sep 1 | Dec 15 |

# FINANCIALS

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## Fellowships

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## Sport Nutrition Track

# TRACK DESCRIPTION

The Sport Nutrition track in the Sport and Exercise Science MS program prepares students to

# CURRICULUM

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

## Required Courses—6 Credit Hours

- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- PET 5355: Exercise and Health (3 credit hours)

## Core Courses—9 Credit Hours
- PET 6XXX:    Sport Nutrition (3 credit hours)
- PET 6938:    Dietary and Nutritional Supplementation (3 credit hours)
- PET 6362:    Exercise, Nutrition and Weight Control (3 credit hours)

## Elective Courses—15-18 Credit Hours

Students selecting the thesis option must take 15 credit hours in electives. Students that select the non-thesis option must take 18 credit hours in electives. All electives are selected in conjunction with the student's graduate advisor or the graduate coordinator. Students can choose from the following courses:

- EDF 6401:    Statistics for Educational Data (3 credit hours)
- PET 6XXX:    Program Design in Strength and Conditioning (3 credit hours)
- PET 6XXX:    Physiological Aspects of Sport and Training (3 credit hours)
- PET 6357C:   Environmental Perturbations and Human Performance (3 credit hours)
- PET 6381:    Physiology of Neuromuscular Mechanisms (3 credit hours)
- PET 6388:    Cardiovascular Physiology (3 credit hours)
- PET 6515C    Assessment and Evaluation in Sport and Exercise Science (3 credit hours)
- PET 6521     Exercise Physiology Instrumentation (3 credit hours)
- PET 6690:    Exercise Prescription for Special Populations (3 credit hours)
- PET 7XXX     Exercise Endocrinology (3 credit hours)
- PET 7535:    Research & Experimental Design in Exercise Physiology (3 credit hours)

### Thesis Option—6 Credit Hours

Students selecting the thesis option will take EDF 6401-Statistics for Educational Data, and enroll in:

- PET 6971 Thesis (6 credit hours)

### Nonthesis Option—3 Credit Hours

- PET 6910 Problem Analysis* (3 credit hours) or
- PET 6946 Practicum, Clinical Practice (3 credit hours)

### Additional Program Requirements

- A comprehensive examination is required of all students.

### INDEPENDENT LEARNING

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

# 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.
- Three letters of recommendation.
- Goal Statement.
- Résumé / vita reflecting relevant experience.

### Application Deadlines

| Sport Leadership and Coaching | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|
| **Domestic Applicants** | Jan 15 | Jul 15 | Dec 1 | Apr 15 |
| **International Applicants** | Jan 15 | Jan 15 | Jul 1 | Nov 1 |
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# 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:** _____

**Proposed Effective Term/Year:** _____

**Unit(s) Housing Program:** _____

**Name of program, track and/or certificate:** _____

**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)

_____

_____

_____

**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

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**RECOMMENDATIONS**

☐ Yes   ☐ No   **Department Chair:** _____ Date:_____

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

☐ Yes   ☐ No   **College Dean:** _____ Date:_____

☐ Yes   ☐ No   **Chair or GSC:** _____ Date:_____

☐ Yes   ☐ No   **Dean, College of Graduate Studies:** _____ Date:_____

**APPROVAL**

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

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

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

**Part A – For <u>additions or revisions</u> 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.)

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**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 require-ments, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**)

```



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

☐  **Yes**          ☐  **No**

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

_____

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

**Name Change**

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

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

_____

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

_____

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

_____

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

_____

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

old CIP:

_____

new CIP:

_____

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

**Part A - Continued**

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

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

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

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

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

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

**Part A - Continued**

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

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

**Checklist of items to be provided:**

☐   **Electronic graduate catalog copy for additions; track changes included if there are revisions. (required)**

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

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

☐   **If an addition, list of 1-3 students and 1-3 faculty for profiles in the graduate catalog (provide email address so Graduate Studies can contact them to write profiles and take photos). You may provide draft copy of profiles if you wish.**

☐   **If an addition, what disciplines does this program, track or certificate belong to? What other UCF graduate programs, tracks, or certificates are related to it? This information will be used to provide additional links for prospective students to search in the online graduate catalog.**

**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.

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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)**

# Sports Leadership Certificate

**College** : Education

**Degree** :CRT

**Department** : Child, Family and Community Sciences

**Option** : N/A

**Program Websites** : http://pegasus.cc.ucf.edu/~sportlds/overview.html

## PROGRAM DESCRIPTION

The Graduate Certificate in Sports Leadership is designed to enhance leadership and other skills for those who work in participatory sports organizations.

## CURRICULUM

The program occasionally offers special topics courses, which can be approved as a substitute for any of the required courses with the permission of the program director. Also, students can substitute up to one additional course from the College of Education or another college on the UCF campus for one of the required courses with the permission of the program director.

Total Credit Hours Required

**15** Credit Hours Minimum beyond the Bachelor's Degree

### Required Courses- 15 Credit Hours

Choose five courses from the following list.

- PET 5495 Critical Issues: Ethics in Coaching and Sport (3 credit hours)
- PET 6135 Historical Aspects of Sport and Physical Education (3 credit hours)
- PET 6252 Race and Gender in Coaching and Sport Leadership (3 credit hours)
- SPM 5155 Introduction to Sports Administration (3 credit hours)
- SPM 5308 Marketing and Promoting Sports and Fitness Programs (3 credit hours)
- SPM 5506 Financial Issues in Sports and Fitnes (3 credit hours)
- SPM 6158 Leadership and Management in Sports and Fitness Programs (3 credit hours)
- SPM 6106 Planning and Operating Facilities for Sports and Fitness Programs (3 credit hours)
- SPM 6726 Legal Issues in Sports and Fitness Programs (3 credit hours)

## APPLICATION REQUIREMENTS

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

### Application Deadlines

| Sports Leadership Certificate | Fall Priority | Fall | Spring | Summer |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **Domestic Applicants** | - | Jul 15 | Dec 1 | Apr 15 |
| **International Applicants** | - | - | - | - |
| **International Transfer Applicants** | - | - | - | - |

## Contact INFO

## Graduate Program

**Edward (Ted) Kian PhD**
Assistant Professor
edward.kian@ucf.edu
Telephone: 407-823-4631
ED 122A  [Map]

## Graduate Admissions

**Michele Motley**
gradadmissions@ucf.edu
Telephone: 407-823-2766 ext. 253
Millican Hall 230  [Map]
Online Application
Graduate Admissions

**Mailing Address**

UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
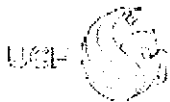Orlando, FL 32816-0112

**Institution Codes**
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

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UCF  stands for opportunity

# COURSES NOT OFFERED FOR 5 YEARS

COS

| Prefix # Suffix | Subject | Catalog | Number | Acad Group | Acad Org | Last Term Offered | Is a prereq for | Delete course | Continue course - what year | |
|---|---|---|---|---|---|---|---|---|---|---|
| PCB 6939 | PCB | 6939 | 6939 | CAS | BIOLOGY | 1470 | | No | 2013-14 | new fac. hired to teach |
| ANG 5191 | ANG | 5191 | 5191 | COS | ANTHRO | | | No | Fall 2012 | |
| BOT 6623C | BOT | 6623C | 6623 | COS | BIOLOGY | 1290 | | No | 2014-15 or 15/16 | |
| BSC 6950 | BSC | 6950 | 6950 | COS | BIOLOGY | | | Yes | | |
| EVR 5930 | EVR | 5930 | 5930 | COS | BIOLOGY | 1120 | | Yes | | |
| PCB 5326C | PCB | 5326C | 5326 | COS | BIOLOGY | 1290 | | No | Fall 2013 | |
| PCB 5485 | PCB | 5485 | 5485 | COS | BIOLOGY | 1290 | | No | 2014-15 or 15/16 | |
| PCB 6933 | PCB | 6933 | 6933 | COS | BIOLOGY | 1050 | | Yes | | |
| ZOO 5881C | ZOO | 5881C | 5881 | COS | BIOLOGY | 1260 | | Yes | | |
| CHM 5305 | CHM | 5305 | 5305 | COS | CHEMISTRY | 1190 | | No | 2014-15 | |
| CHM 5715C | CHM | 5715C | 5715 | COS | CHEMISTRY | | | No | 2014-15 | |
| CHM 6134 | CHM | 6134 | 6134 | COS | CHEMISTRY | | | No | 2014-15 | |
| CHM 6278 | CHM | 6278 | 6278 | COS | CHEMISTRY | | | No | 2014-15 | |
| CHS 6261 | CHS | 6261 | 6261 | COS | CHEMISTRY | | | No | 2014-15 | |
| MAA 6531 | MAA | 6531 | 6531 | COS | MATH | 1450 | | No | Summer 2012 | |
| MAD 6608 | MAD | 6608 | 6608 | COS | MATH | 1110 | | Yes | | |
| MAP 5106 | MAP | 5106 | 5106 | COS | MATH | | | Yes | | |
| MAP 5396 | MAP | 5396 | 5396 | COS | MATH | | 1170 MAP 6398 | Yes | | |
| MAP 5404 | MAP | 5404 | 5404 | COS | MATH | | | Yes | | |
| MAP 5931 | MAP | 5931 | 5931 | COS | MATH | | | No | 2012-13 | |
| MAP 7357 | MAP | 7357 | 7357 | COS | MATH | 1280 | | Yes | | |
| MAS 6147 | MAS | 6147 | 6147 | COS | MATH | 1230 | | Yes | | |
| MTG 6348 | MTG | 6348 | 6348 | COS | MATH | | | Yes | | |
| PHY 5015C | PHY | 5015C | 5015 | COS | PHYSICS | 1090 | | No | 2014-15 | |
| PHY 5016 | PHY | 5016 | 5016 | COS | PHYSICS | | | Yes | | |
| PHY 5140C | PHY | 5140C | 5140 | COS | PHYSICS | 1260 | | No | 2013-14 | Will be offered every other year |
| PHY 5200C | PHY | 5200C | 5200 | COS | PHYSICS | | | Yes | | |
| PHY 5300C | PHY | 5300C | 5300 | COS | PHYSICS | 1060 | | Yes | | |
| PHY 5302C | PHY | 5302C | 5302 | COS | PHYSICS | | | Yes | | |
| PHY 5401C | PHY | 5401C | 5401 | COS | PHYSICS | 1060 | | Yes | | |
| PHY 5466C | PHY | 5466C | 5466 | COS | PHYSICS | 1060 | | Yes | | |
| PHY 5500C | PHY | 5500C | 5500 | COS | PHYSICS | 1060 | | Yes | | |
| PHY 6353 | PHY | 6353 | 6353 | COS | PHYSICS | 1040 | | No | 2014-15 | |
| PHY 6355 | PHY | 6355 | 6355 | COS | PHYSICS | | | No | 2014-15 | |

# COURSES NOT OFFERED FOR 5 YEARS

COS

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PHZ 5304 | PHZ | 5304 | 5304 COS | PHYSICS | 1290 | | No | Spring 2012 | |
| PHZ 5600 | PHZ | 5600 | 5600 COS | PHYSICS | | | Yes | | |
| CPO 5334 | CPO | 5334 | 5334 COS | POL SCI | 1250 | | Yes | | |
| CPO 6036 | CPO | 6036 | 6036 COS | POL SCI | | | Yes | | |
| CPO 6067 | CPO | 6067 | 6067 COS | POL SCI | | | No | 2013-14 | |
| CPO 6785 | CPO | 6785 | 6785 COS | POL SCI | | | No | 2014-15 | |
| GEO 6472 | GEO | 6472 | 6472 COS | POL SCI | | | No | 2013-14 | |
| INR 6405 | INR | 6405 | 6405 COS | POL SCI | | | No | 2012-13 | |
| INR 6507 | INR | 6507 | 6507 COS | POL SCI | | | No | 2012-13 | |
| INR 6716 | INR | 6716 | 6716 COS | POL SCI | | | No | 2013-14 | |
| POS 6415 | POS | 6415 | 6415 COS | POL SCI | | | No | 2014-15 | |
| POS 6938 | POS | 6938 | 6938 COS | POL SCI | 1230 | | No | 2014-15 | ST course - not a perm. Course |
| PUP 6247 | PUP | 6247 | 6247 COS | POL SCI | 1200 | | No | 2014-15 | |
| PUP 6324 | PUP | 6324 | 6324 COS | POL SCI | 1260 | | No | 2013-14 | |
| PUP 6938 | PUP | 6938 | 6938 COS | POL SCI | 1180 | | No | 2013-14 | ST course - not a perm. Course |
| EAB 5765 | EAB | 5765 | 5765 COS | PSYCHOLOGY | 1040 | | No | 2014-15 | |
| EXP 5445 | EXP | 5445 | 5445 COS | PSYCHOLOGY | 1080 | EAB 5765* | Yes | | |
| EXP 6126 | EXP | 6126 | 6126 COS | PSYCHOLOGY | | | Yes | | |
| INP 5825 | INP | 5825 | 5825 COS | PSYCHOLOGY | | | No | 2014-15 | |
| INP 6947 | INP | 6947 | 6947 COS | PSYCHOLOGY | 1090 | | Yes | | |
| PSY 6939 | PSY | 6939 | 6939 COS | PSYCHOLOGY | 1110 | | Yes | | |
| SYA 5652 | SYA | 5652 | 5652 COS | SOCIOLOGY | 1290 | | Yes | | |
| SYD 6418 | SYD | 6418 | 6418 COS | SOCIOLOGY | 1280 | | No | 2012-13 or 13/14 | J. Wright will teach |
| STA 5085 | STA | 5085 | 5085 COS | STATISTICS | | | Yes | | |
| STA 5176 | STA | 5176 | 5176 COS | STATISTICS | | | No | 2013-14 | |
| STA 5940 | STA | 5940 | 5940 COS | STATISTICS | | | Yes | | |
| STA 6107 | STA | 6107 | 6107 COS | STATISTICS | | | No | 2013-14 | |
| STA 6132 | STA | 6132 | 6132 COS | STATISTICS | 1250 | | Yes | | |
| STA 6207 | STA | 6207 | 6207 COS | STATISTICS | 1120 | EGN 6721C | No | 2013-14 | |
| STA 6347 | STA | 6347 | 6347 COS | STATISTICS | 1140 | | No | 2013-14 | |
| STA 6466 | STA | 6466 | 6466 COS | STATISTICS | | STA 6467* | Yes | | |
| STA 6467 | STA | 6467 | 6467 COS | STATISTICS | | | Yes | | |
| STA 6931 | STA | 6931 | 6931 COS | STATISTICS | 1280 | | Yes | | |

# *Graduate Council Curriculum Committee*
# *Course Agenda for 01-23-2012*

## *College of Business Adm Course Action Additions*
**SPB 6XXX          BA-College-BA  1.5(1.5,0)**
**The Sport Industries in the US: Challenges and Opportunities:** PR: Admitted to Master of Sport Business Management Program. Examines the factors that have created the American Sport Industry and those factors that sustain and insure its prosperity and survival. *Occasional.*
30 of 30 character abbreviation: **Sport Indus US: Challenge & Op**
Rationale: Revision of Professional Sport (SPB 6206) and Intercollegiate Sport Industry (SPB 6106) into a single course offering.
Discussion with others: N/A
Effect on majors: Master of Sport Business Management

## *College of Business Adm Course Action Deletions*
**SPB 6106          BA-College-BA  1.5(1.5,0)**
**Intercollegiate Sport Industry:** PR: CBA Masters foundation core and admission to the Master of Sport Business Management. Examines the structure, evolution and governance of intercollegiate sport management and offers a framework for sound business decision making. *Occasional.*
Rationale: Course being changed.
Discussion with others: N/A
Effect on majors: -----12/8/2011: This course is not used as a prerequisite.

**SPB 6206          BA-College-BA  1.5(1.5,0)**
**Professional Sport Industry:** PR: CBA master's foundation core and admission to the Master of Sport Business Management. Examines the structure, evolution and governance of professional sport management and offers a framework for sound business decision making. *Occasional.*
Rationale: Course is being changed.
Discussion with others: N/A
Effect on majors: -----12/8/2011: This course is not used as a prerequisite.

## *College of Nursing Course Action Additions*
**Tabled.   Clarification needed from Nursing.**
**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: **<u>Adult II Primary Care</u>**

**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: **<u>Adult I Primary Care Clin     </u>**

**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: **<u>Adult II Primary Care Clin    </u>**


## *Engineering & Computer Science Course Action Additions*
**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: **<u>Environmental Biotechnology</u>**
<u>Rationale:</u> 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.
<u>Discussion with others:</u> COM was contacted (Dr. Naser) for consideration but did not send any feedback by the time CAR was entered.


## *College of Education Special Topics*
**EEC 7939    Sect 01   ED-Child, Family & Comm Sci        3(3,0)**
**ST:Advocacy, Public Policy, and Program Evaluation:** PR: Admission to the program or C.I. Research-based practice as it relates to child advocacy and changes in public policy. *Occasional.*
30 of 30 character abbreviation: **<u>ST:Advocacy Pub Pol & Prog Eva</u>**
<u>Rationale:</u> Submitted for approval of an Early Childhood Track to be added to the Education PhD program.

Discussion with others: n/a

Effect on majors: The Education PhD is adding an Early Childhood Track to the doctoral program. The course will be offered in this new track.

*AGENDA NOTES:    Course Addition also being proposed.*


**EEC 7939    Sect 01   ED-Child, Family & Comm Sci        3(3,0)**

**ST:Critical Analysis of Early Childhood Research:** PR: Admission to the program or C.I. This course examines research, theories, and trends in early childhood and how they influence perspectives related to young children. *Occasional.*

29 of 30 character abbreviation: **ST:Crit Analy Early Child Res**

Rationale: Submitted for approval of an Early Childhood Track to be added to the Education PhD program.   This course has been developed for this new track.

Discussion with others: This course relates directly to Early Childhood and does not conflict with other programs/departments at UCF.

Effect on majors: Education PhD:   Early Childhood Track students.

*AGENDA NOTES:    Course Addition also being proposed.*


**EEC 7939    Sect 01   ED-Child, Family & Comm Sci        3(3,0)**

**ST:Current Trends in Child, Family, and Community Sciences:** PR: Admission to the program or C.I. This course examines emerging and current trends in the field of Child, Family, and Community Sciences. *Occasional.*

30 of 30 character abbreviation: **ST:Curr Trends Child Fam & Com**

Rationale: Submitted for approval of an Early Childhood Track to be added to the Education PhD program.

Discussion with others: This course directly relates to Early Childhood and does not conflict with other programs/departments at UCF.

Effect on majors: The Education PhD is adding an Early Childhood Track to the program.   The course will be offered in the Early Childhood Track.

*AGENDA NOTES:    Course Addition also being proposed.*


**EEC 7939    Sect 01   ED-Child, Family & Comm Sci        3(3,0)**

**ST:Early Childhood: Professional Publishing and Grant Writing:** PR: Admission to the program and C.I. This course examines the aspects of grant writing and writing of professional journals for the field of early childhood. *Occasional.*

30 of 30 character abbreviation: **ST:Early Child: Prof Pub & Gra**

Rationale: Submitted

Discussion with others: This course directly relates to Early Childhood and does not conflict with other programs/departments at UCF.

Effect on majors: The Education PhD is addiing an Early Childhood track to the program.   This course will be offered in this new track.

*AGENDA NOTES:    Course Addition also being proposed.*


### *College of Education Course Action Additions*
**EEC 7XXX            ED-Child, Family & Comm Sci       3(3,0)**

**Advocacy, Public Policy, and Program Evaluation:** PR: Admission to the program or C.I. Research-based practice as it relates to child advocacy and changes in public policy. *Spring.*
28 of 30 character abbreviation: **Advocacy Pub Pol & Prog Eval__**
Discussion with others: n/a
Effect on majors: The Education PhD is adding an Early Childhood Track to the doctoral program.   The course will be offered in this new track.
*AGENDA NOTES:   Special Topic also being proposed.*


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Critical Analysis of Early Childhood Research:** PR: Admission to the program or C.I. This course examines research, theories, and trends in early childhood and how they influence perspectives related to young children. *Spring.*
26 of 30 character abbreviation: **Crit Analy Early Child Res____**
Rationale: The Education PhD is adding an Early Childhood Track to the program.   The course will be offered in this new track.
Discussion with others: This course relates directly to Early Childhood and does not conflict with other programs/departments at UCF.
Effect on majors: Education PhD:   Early Childhood Track students.
*AGENDA NOTES:   Special Topic also being proposed.*


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Current Trends in Child, Family, and Community Sciences:** PR: Admission to the program or C.I. This course examines emerging and current trends in the field of Child, Family, and Community Sciences. *Occasional.*
30 of 30 character abbreviation: **Curr Trends Child Fam & Commun**
Discussion with others: This course directly relates to Early Childhood and does not conflict with other programs/departments at UCF.
Effect on majors: The Education PhD is adding an Early Childhood Track to the program.   The course will be offered in the Early Childhood Track.
*AGENDA NOTES:   Special Topic also being proposed.*


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Early Childhood: Internship in Research:** PR: Admission to the program or C.I. Examine and practice the various roles of an early childhood college professor focusing on research. May be used in the degree program a maximum of 4 times. *Fall, Spring.*
30 of 30 character abbreviation: **Early Child: Intrn in Research**
Rationale: The Education PhD is adding an Early Childhood Track to the program.   The course will be offered in the Early Childhood track.
Discussion with others: n/a
Effect on majors: Education PhD:   Early Childhood Track


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Early Childhood: Internship in Teaching and Supervision:** PR: Admission to the program or C.I. Examine and practice the various roles of an early childhood college professor focusing on undergraduate teaching and supervision. May be used in the degree program a maximum of 4 times. *Fall, Spring.*

30 of 30 character abbreviation: **Early Child: Intrn Teach & Sup**
Rationale: The Education PhD is adding an Early Childhood track to the program.   The course will be offered in this new track.
Discussion with others: n/a
Effect on majors: Education PhD:   Early Childhood track students.


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Early Childhood: Professional Publishing and Grant Writing:** PR: Admission to the program and C.I. This course examines the aspects of grant writing and writing of professional journals for the field of early childhood. *Fall.*
29 of 30 character abbreviation: **Early Child: Prof Pub & Grant**
Discussion with others: This course directly relates to Early Childhood and does not conflict with other programs/departments at UCF.
Effect on majors: The Education PhD is addiing an Early Childhood track to the program.   This course will be offered in this new track.
*AGENDA NOTES:   Special Topic also being proposed.*


**EEC 7XXX          ED-Child, Family & Comm Sci      3(3,0)**
**Theoretical Foundations of Early Childhood:** PR: Admission to the program of C.I. Theoretical bases of early childhood, philosophy, and current research in early childhood. *Fall.*
23 of 30 character abbreviation: **Thrtl Fnd of Erly Child**
Discussion with others: n/a
Effect on majors: Education PhD: Early Childhood Track students.


## *Health & Public Affairs Course Action Additions*
**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 Business Adm Course Action Revisions*
**SPB 6715C     Professional Selling in Sport                     3(3,1)**
                                                                                    **1.5(1.5,1)**
PR: CBA master's program of study foundation core, and admission to the Sport Business Management program.
This course offers a comprehensive understanding of the sales process in the sport area. An overview of sales theory and its applications in sports are examined.

Rationale: Reduce credit hours in accord with revised content of course.
Discussion with others: Consulted with Marketing Department; they see no duplication of effort or content with their existing courses.
Effect on majors: Master of Sport Business Management

**SPM 6108** ~~**Facilities and Event Management**~~ ~~**3(3,0)**~~
**Event & Facility Management in Sport Business1.5(1.5,0)**
PR: CBA master's program of study foundation core, and admission to the Sport Business Management program.
~~This course takes a comprehensive look into the discipline of public assembly facility management and event planning. Sports activities are held in large facilities that create unique opportunities for the manager. Various events held in such facilities also create unique opportunities. Those unique opportunities are examined in depth.~~
This course takes a comprehensive look into the discipline of public assembly facility management and event planning. Sports activities are held in large facilities that create unique opportunities for the manager.

29 of 30 character abbreviation: **Event & Fac Mgmt in Sport Bus_**
Rationale: Reduce credit hours in accord with revised content of course.
Discussion with others: N/A
Effect on majors: Masters of Sport Business Management majors

**MAR 6077** ~~**Contemporary Marketing Problems**~~ **3(3,0)**
**Contemporary Marketing Issues**
~~PR: Graduate standing, MAR 6816,~~ PR: Masters program of study foundation core, or C.I.
~~Analysis~~ Investigation of contemporary marketing ~~problems resulting from~~ issues stemming from current social, economic, and political developments.
21 of 30 character abbreviation: **Cont Marketing Issues_____**
Rationale: Maintain course in curriculum and to change title and prerequisites.
Discussion with others: NA

**MAR 6151** ~~**Global Marketing**~~ **3(3,0)**
**Global Marketing Strategy**
~~PR: CBA~~ PR: Master's program of study foundation ~~core.~~ core or C.I.
Comprehensive study of marketing ~~transactions and management activities~~ management and strategy from a global perspective.
30 character abbreviation: **Global Marketing Strategy**
Rationale: Maintain course in curriculum and change title
Discussion with others: NA
Effect on majors: None

**MAR 6406** ~~**Sales Management and Control**~~ **3(3,0)**
**Sales Force Management**
~~PR: Graduate standing.~~ PR: Masters program of study foundation core or C.I.
~~Designed to provide an analysis of the sales and management process. Topics covered include selection and training, compensation, behavioral issues and sales planning, evaluation, and control.~~

Comprehensive study of the analysis, methods and decisions involved in managing a contemporary sales force.

30 character abbreviation: **Sales Force Management**
Rationale: Maintain course in curriculum and to change title to be more contemporary. Update prerequisites.
Discussion with others: NA
Effect on majors: None


**MAR 6466    Strategic Supply Chain Management    3(3,0)**
**Strategic Supply Chain and Operations Management**
PR: Graduate standing or C.I. PR: Masters program of study foundation core.
Planning and management of all activities involved in designing and managing the processes, assets, and flows of material and information required to meet customers' demands.
28 of 30 character abbreviation: **Strat Supply Chain & Op Mgmt__**
Rationale: Change in title to emphasize that operations is also component of course; SCM textbooks are including "operations" in their titles.
Discussion with others: Discussion with Dept. of Management Chair about adding "operations" to title. Approved/no conflict. This will now be one of the few courses in grad curriculum to expose students to operations management concepts.
Effect on majors: MBA


**MAR 6616    Marketing Research Methods    3(3,0)**
**Marketing Research and Analysis**
PR: Graduate standing, ECO 6416. PR: Masters program of study foundation core or C.I.
Investigation Comprehensive study of primary research methods and analysis tools used to generate information for marketing decision makers. Problem definition, research design, data collection, data processing, statistical interpretation, and communication of research results. making.
27 of 30 character abbreviation: **Marketing Research Analysis___**
Rationale: Maintain course in curriculum and change title to be more contemporary. Change prerequisites.
Discussion with others: NA
Effect on majors: None


## *College of Arts & Humanities Course Action Revisions*
**Tabled. Additional specifics from the syllabus should be added to the split class form for clarification.**
**ENC 5276    Writing/Consulting: Theory and Practice    3(3,0)**
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 Sciences Course Action Revisions*

**CHM 6440     Kinetics and Catalysis                              3(3,0)**
~~PR: CHM 3411 or equivalent.~~ PR: Must meet proficiency requirement as determined by the Chemistry department (refer to Chemistry program handbook or contact department for more information) or C.I.
Classical kinetics with an emphasis on industrial applications and current catalysis methodologies.
Rationale: Changing prerequisite to assist with enrollment controls.
Discussion with others: No other departments list this course in their graduate catalog program descriptions
Effect on majors: Chemistry MS and PhD

**CHS 6240     Chemical Thermodynamics                         3(3,0)**
~~PR: CHM 3411 or equivalent.~~ PR: Must meet proficiency requirement as determined by the Chemistry department (refer to Chemistry program handbook or contact department for more information) or C.I.
Classical and statistical thermodynamics with emphasis on industrial applications and estimation methods.
Rationale: Changing prerequisite to assist with enrollment controls.
Discussion with others: No other departments list this course in their graduate catalog program descriptions
Effect on majors: Chemistry MS, PhD

**CHS 6251     Applied Organic Synthesis                         3(3,0)**
~~PR: CHM 2211 and CHM 3411.~~ PR: Must meet proficiency requirement as determined by the Chemistry department (refer to Chemistry program handbook or contact department for more information) or C.I.
A survey of chemical syntheses from both a product-oriented standpoint and a process-oriented standpoint. Relevant examples from the pharmaceutical and agricultural chemical industries.
Rationale: Changing prerequisite to assist with enrollment controls.
Discussion with others: Biomedical Sciences PhD lists this course as an elective option in their program description.  Program director Steven Ebert has been notified of proposed prerequisite changes by e-mail 10/7/11.   See attached documentation.
Effect on majors: Chemistry MS, PhD

## *College of Education Course Action Revisions*

**SPS 6931     Ethical and Legal Issues in School Psychological Services     3(3,0)**
PR: Graduate ~~admission.~~ standing and C.I.
Introduction to ethical codes, professional standards, ethical-legal decision-making models and case studies impacting the delivery of school psychological services.

### *Health & Public Affairs Course Action Revisions*

**PAD 6207      Public Financial Management                    3(3,0)**

~~PR: Admission to Master of Public Administration or Master of Nonprofit Management~~ PR: PAD 6227 or C.I.

Survey of financial management functions in local government, such as accounting, fund structures, debt and case management, and financial reporting.

Rationale: Adding prereq of   PAD 6227:   Completing PAD 6227, Public Budgeting, will improve the student's understanding of financial management in the public sector and lead to greater success in completing the course PAD 6207, Financial Management.

**Tabled.   Ask for prerequisite.**

**PAF 7919      RESEARCH                                   ~~VAR~~**
                                                  **Variable**

PR: None.

Graded S/U. May be repeated for credit.

*Will now be graded S/U.*