Graduate Council Curriculum Committee
February 25, 2013
12:00 p.m., MH 395

<u>Agenda</u>

1. Welcome and call to order

2. Review of minutes from the 02/04 meeting

3. Revisions to the MSEE El Engineering Accelerated UG program, CECS – information only
4. Revisions to the Computer Engineering Accelerated UG program, CECS – information only
5. Revisions to the Computer Science Accelerated UG program, CECS – information only

6. Revisions to the DNP Adult/Gero CNS track, CON
7. Revisions to the MSN Nurse Educator track, CON

8. Revisions to the MA Clinical Psychology program, COS
9. Revisions to the MS Math, Industrial Mathematics track, COS
10. Revisions to the MA Applied Sociology; non thesis option only, COS

11. Revisions to the PhD Texts & Technology program, CAH

12. Revisions to the EdS School Psychology program, CED
13. Addition of an Intervention Specialist graduate certificate, CED
14. Revisions to the MA in Elementary Ed program, CED
15. Revisions to the MEd in Elementary Ed program, CED
16. Revisions to the K-8 Math and Science Ed graduate certificate, CED

17. Temporary suspension of the Hospitality Management graduate certificate, RCHM

18. Cellular and Molecular Neuroscience split class, COM (Tabled at last meeting)

19. Courses and special topics

20. Adjournment

Members of the Graduate Council Curriculum Committee:
Charles Kelliher, CBA (chair)
Donna Malvey, COHPA
Kerry Purmensky, CAH
Art Weeks, CECS
Harry Weger, COS
Deborah Breiter, RCHM
Joyce Nutta, CED
Terrie Sypolt, LIB
Julee Waldrop, CON
Boris Zeldovich, COP
Antonis Zervos, COM
Lucretia Cooney, GSA
Max Poole, CGS Liaison

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: _____

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 Executive Vice President: _____ Date:_____

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

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

University Analysis and Planning Support; College of Graduate Studies

Part A – For <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 require-ments, 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.)

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

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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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)**

Electrical Engineering - Accelerated Undergraduate-Graduate Program (B.S.E.E. / M.S.E.E.)

College of Engineering and Computer Science
Department of Electrical Engineering and Computer Science, Harris Corp. Engineering Center, Room: 439
http://www.eecs.ucf.edu
Email: eecpe-grad@eecs.ucf.edu

Dr. ~~Ronald DeMara~~Kalpathy Sundaram
Ms. Diana ~~Ashley~~Camerino
Phone: 407-823-3327

Admission Requirements

- See Common Program Prerequisites.

- Qualified students may apply after completion of a minimum of 64 credit hours.

- Completion of no more than 96 credit hours.

- Completion of the GRE with a highly competitive score by the end of first semester of the senior year.

- Admission is not automatic. Interested students may need to be interviewed.

Degree Requirements

- None

1. UCF General Education Program (GEP)   (38 hrs)

- See Electrical Engineering major in the catalog for track specific GEP requirements.

A: Communication Foundations

B: Cultural & Historical Foundations

C: Mathematical Foundations

D: Social Foundations

E: Science Foundations

2. Common Program Prerequisites (CPP)   (19 hrs)

- See Electrical Engineering major in the catalog for the CPP requirements.

3. Core Requirements: Basic Level   (2 hrs)

- The College of Engineering and Computer Science requires all engineering students to achieve a minimum 2.250 GPA in completing these courses, together with the courses required for the major in this area as well as restricted elective courses and the senior design courses listed below. Independent study courses generally do not satisfy major requirements.

Engineering Core: Basic		2 hrs
EGN 1006C	Introduction to the Engineering Profession	1 hr
EGN 1007C	Engineering Concepts and Methods	1 hr

4. Core Requirements: Advanced Level   (53 hrs)

Engineering Core: Advanced		9 hrs
EGN 3310	Engineering Analysis-Statics	3 hrs
STA 3032	Probability and Statistics for Engineers	GEP
PHY 3101	Physics for Engineers and Scientists III	3 hrs
Select 1:		3 hrs
EGN 3321	Engineering Analysis-Dynamics or	3 hrs
EGN 3358	Thermo-Fluids-Heat Transfer	3 hrs
Courses Required for the Major		44 hrs
EEL 3004C	Electrical Networks	3 hrs
EEL 3123C	Networks and Systems	4 hrs

EEE 3350	Semiconductor Devices I	3 hrs
EEE 3307C	Electronics I	4 hrs
EEE 3342C	Digital Systems	3 hrs
EEL 3470	Electromagnetic Fields	3 hrs
EEL 3552C	Analog and Digital Communication Fundamentals	4 hrs
EEL 3657	Linear Control Systems	3 hrs
EEL 3801C	Computer Organization	3 hrs
EEE 4309C	Electronics II	4 hrs
EEL 4750	Digital Signal Processing Fundamentals	3 hrs
EEL 4742C	Embedded Systems	4 hrs
EGN 3211	Engineering Analysis and Computation	3 hrs

5. Restricted Electives   (10 hrs)

- Technical electives should be taken at the 5000 level and are available in the BSEE program to address specific student interests in a variety of technical areas. Students should consult with their academic advisor for the identification of courses which are approved technical electives and the terms when specific courses of this type are to be offered.

6. Capstone Requirements   (6 hrs)

EEL 4914	Senior Design I	3 hrs
EEL 4915L	Senior Design II	3 hrs

7. Foreign Language Requirements

Admissions

- Two years of one foreign language in high school, or one year of one foreign language in college (or equivalent proficiency exam) prior to graduation.

Graduation

- None

8. Electives

- None

9. Additional Requirements

- ~~None~~ ■ 24 of 32 residency hours must be 3000-5000 level courses taken from the EECS Department at UCF and applied to the undergraduate degree program.

10. Required Minors

- None

11. Departmental Exit Requirements

- CECS encourages all engineering students to take the Fundamentals Exam during their Senior year.

12. University Minimum Exit Requirements

- A 2.0 UCF GPA

- 60 semester hours earned after CLEP awarded

- 48 semester hours of upper division credit completed

- 30 of the last 39 hours of course work must be completed in residency at UCF

- A maximum of 45 hours of extension, correspondence, CLEP, Credit by Exam, and Armed Forces credits permitted

- Complete the General Education Program, the Gordon Rule, and nine hours of Summer credit

Total Undergraduate Hours Required

- 128

Total Combined Hours Required

- 146

Honors In Major

- None

Related Programs
- Computer Engineering
- Computer Science
- Mathematics - Engineering/Physics Track
- Physics

Certificates
- None

Related Minors
- Engineering Leadership
- Intelligent Robotic Systems (IRS) - Interdisciplinary
- Mathematics
- Physics

Advising Notes
- The following will be waived for this joint degree program:
- The limit of nine hours to be shared between undergraduate and graduate programs.
- Undergraduate students taking graduate courses must be within nine hours of graduation
- Undergraduate students taking graduate courses must not register for more than a total of twelve hours in that semester
- Undergraduate students are not eligible to take 6000-level courses

Transfer Notes
- None

Acceptable Substitutes for Transfer Courses
- None

Shared Courses
- Up to 12 credit hours of approved 5000 level courses of grades B (3.0) or better may be counted towards the BS and Masters degrees. These 12 credit hours will meet either technical elective or course requirements for the major. Contact the EE/CpE Graduate Coordinator in the School of Electrical Engineering & Computer Science for acceptable courses.

Graduate Courses Link
- None

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

Equipment Fees
- Part-Time Student: $30 per term
- Full-Time Student: $60 per term

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COLLEGE OF GRADUATE STUDIES

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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.

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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 Executive Vice President: _____ **Date:** _____

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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 require-ments, 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:

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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.)

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Year 1					
Year 2					
Year 3					

Checklist of items to be provided:

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☐   **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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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[                                                                    ]
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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:

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☐ Inactivation

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

_____

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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:**_____

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_____

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```
[                                                                              ]
```

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

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[                                                                              ]
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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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)**

Computer Science - Accelerated Undergraduate-Graduate Program (B.S. / M.S.)

College of Engineering and Computer Science
Department of Electrical Engineering and Computer Science, Harris Corp. Engineering Center, Room: 437
http://www.eecs.ucf.edu
Dr. Hassan Foroosh, foroosh@eecs.ucf.edu
Ms. ~~Diane Ashley, eecps-grad@eecs.~~Ronda Leigh. Ronda.Leigh@ucf.edu
Phone: 407-823-3327

Admission Requirements

- See Common Program Prerequisites.
- Qualified students may apply after completion of a minimum of 60 credit hours and successful completion of the Foundation Exam.
- Completion of no more than 90 credit hours.
- Completion of the GRE with a highly competitive score by the end of first semester of the senior year for continuation in the program.
- Admission is not automatic. Interested students may need to be interviewed.

Degree Requirements

- None

1. UCF General Education Program (GEP) (39 hrs)

- See Computer Science major in the catalog for track specific GEP requirements.

A: Communication Foundations

B: Cultural & Historical Foundations

C: Mathematical Foundations

D: Social Foundations

E: Science Foundations

2. Common Program Prerequisites (CPP) (17 hrs)

- See Computer Science major in the catalog for the CPP requirements.

3. Core Requirements: Basic Level (~~25~~24 hrs)

STA 2023	Statistical Methods I	GEP
COP 3330	Object Oriented Programming	3 hrs
COP 3502C	Computer Science I	3 hrs
COP 3503C	Computer Science II	4 hrs
ENC 3241	Writing for the Technical Professional	3 hrs
CDA 3103	Computer Logic and Organization	3 hrs
COT 3100C	Introduction to Discrete Structures	3 hrs
CIS 3360	Security in Computing	3 hrs
COP 3402	Systems Software	3 hrs
COT 3960	CS Foundation Exam	0 hrs

4. Core Requirements: Advanced Level (~~20~~21 hrs)

- A "C" (2.0) or better is required in all courses listed. Students must maintain at least a 2.5 GPA in the following courses. Only the highest grade is used in the calculation.

COP 4331C	Processes for Object-Oriented Software Development	4 hrs
EEL 4768	Computer Architecture	3 hrs
COT 4210	Discrete Structures II	3 hrs
COP 4020	Programming Languages I	3 hrs
COP 4600	Operating Systems	3 hrs
~~COT 4810~~ COP 4XXX Senior Design I	~~Topics in Computer Science~~	3 hrs
COP 4XXX Senior Design II		3 hrs

5. Restricted Electives (15 hrs)

5000 level Computer Science courses 9 hrs

- Must be offered by Computer Science at UCF. At most 3 hours of independent study allowed. No internship or cooperative education credits are allowed. Approved IT courses offered by Computer Science may also be used toward this requirement (3 credits).

4000-5000 level mathematics or statistics 6 hrs

- courses from: STA, MAP, MAA, MAD, MAS prefixes and the following courses.
- No independent study hours, internship, or cooperative education hours are allowed.

MAC 2313	Calculus with Analytic Geometry III	4 hrs
MAP 2302	Ordinary Differential Equations I	3 hrs
MAS 3105	Matrix and Linear Algebra	4 hrs
MAS 3106	Linear Algebra	4 hrs

6. Capstone Requirements

- ~~None~~COP 4XXX and COP 4XXX

7. Foreign Language Requirements

Admissions

- Two years high school, or one year college language (or equivalent proficiency exam) prior to graduation.

Graduation

- Proficiency exam in a second language, one semester of college level Foreign Language, or 3 credits of multicultural courses approved by Computer Science.

8. Electives

- Select primarily from upper level courses after meeting with a departmental advisor. Courses may be outside the department.

9. Additional Requirements

- None

10. Required Minors

- None

11. Departmental Exit Requirements

- Complete an exit survey
- Computer Competency met by completion of major

12. University Minimum Exit Requirements

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

Total Undergraduate Hours Required

- 120

Total Combined Hours Required

- 138

Honors In Major

- None

Related Programs

- Computer Engineering
- Information Technology

Certificates

- None

Related Minors

- Information Technology
- Intelligent Robotic Systems (IRS) - Interdisciplinary
- Secure Computing and Networks
- Interdisciplinary Informatics Technology

Advising Notes

- The following will be waived for this joint degree program:
- The limit of nine hours to be shared between undergraduate and graduate programs.
- Undergraduate students taking graduate courses must be within nine hours of graduation
- Undergraduate students taking graduate courses must not register for more than a total of twelve hours in that semester
- Undergraduate students are not eligible to take 6000-level courses

Transfer Notes

- None

Acceptable Substitutes for Transfer Courses

- None

Shared Courses   **(12 hrs)**

- Up to 12 credit hours of approved 5000 or 6000 level courses of grades B (3.0) or better may be counted towards the BS and Masters degrees. These 12 credit hours will meet either restricted elective or course requirements for the major. Contact the Graduate Coordinator in the Computer Science department for a list of acceptable courses.

Graduate Courses Link

- None

Program Academic Learning Compacts

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

Equipment Fees

- Part-Time Student: $9 per term
- Full-Time Student: $18 per term

Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: College of Nursing

Proposed Effective Term/Year: Fall 2013

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: DNP Adult/Gerontology Clinical Nurse Specialist

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

> As shown in catalog

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)

Susan K. Chase, susan.chase@ucf.edu, 407-823-6274

University Tower

www.nursing.ucf.edu

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: _Susan K. Clesp_	Date: 2/11/2013
☒ Yes	☐ No	College Curriculum Committee Chair: _Diane Andrewss_	Date: 2/11/2013
☒ Yes	☐ No	College Dean: _Will Stewer_	Date: 2/11/2013
☐ Yes	☐ No	Chair or GSC: _____	Date: _____
☐ Yes	☐ No	Dean, College of Graduate Studies: _____	Date: _____

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

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

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

> See rationale attached.

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.**)

> Total credit hours required increased to 85.
> Required courses for MSN credit hours decreased to 45.
> Core courses credit hours decreased to 21.
> Specialty courses credit hours decreased to 24.
> Required courses for the DNP increased to 40 credit hours.

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

☐ Yes ☑ No

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

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

Name Change

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

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.)

Diane Andrews,PhD, RN
Christopher Blackwell, PhD, ARNP, ANP-BC, CNE
Susan Chase, EdD, ARNP, FNP-BC
Dr. Maureen Covelli, PhD, RN
Loretta Forlaw, PhD, RN, FACHE
Linda Gibson-Young, PhD, RN
Carolyn Hix, DNP, RN, NEA-BC
Deborah Saber, PhD, RN
Mary Lou Sole, PhD, RN, CCNS, FAAN, FCCM
Steven Talbert, PhD, RN
Julee Waldrop, DNP, ARNP, PNP-BC, FNP-BC
Diane Wink, FNP-BC, ARNP, FAANP

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

No impact on students.

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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)

Rationale for Including Both the CNS MSN and CNS DNP Options

Per previous curriculum discussions the CNS was revised to the MSN in Fall 2012. The revised curriculum was in compliance with the new consensus standards. **The MSN CNS track was approved for a 45-credit program** (see catalog copy and plan of study). Content related to health promotion, gerontology, etc. was incorporated into the Adult-Gero CNS courses, which now include CNS I, II, and III. (Previously there were two CNS courses plus the Gero course that focuses on NP management.) The MSN option allows the CNS student to complete either the PhD or DNP upon completion. The majority of the CNS graduates who have pursed higher education have chosen the PhD.

During the late fall semester, we have had calls/email inquiries from members of the military seeking the CNS option. Members from the Army have stated that they will are asked to get the CNS with the DNP in a 36-month period of time. Although this has been a small number of our students in the past, it was viewed as a potential to increase marketability for the CNS track.

The BSN to DNP program was reviewed along with both the new CNS changes and the revised post-master's DNP changes to continue with the BSN to DNP option for those (such as the military) who might choose/need this as an option. The revised curriculum includes credit hours for both the MSN and the DNP that address requirements for both tracks. **There is no increase in resource utilization by doing this.** Students follow the MSN curriculum, and take a few DNP courses concurrently in the full-time option before proceeding to the DNP. All courses, both MSN and DNP, are included in the plan of study during the semesters already offered. Therefore, developing the BSN to DNP was considered an option to increase potential enrollment in both the CNS and DNP tracks in a resource-neutral situation.

The BSN to DNP for the CNS is proposed at 85 credits: 45 credits for the MSN, and 40 credits for the DNP. These numbers are congruent with the BSN to DNP for the nurse practitioners.

In summary the program provides an additional option for the CNS curriculum that is resource-neutral and congruent with the BSN to DNP for the nurse practitioners.

Student Name: _____   PID: _____   Date: _____

Curriculum			Individual Plan of Study	
Formal Coursework (Gen. Core & Specialization: 45 hours)	**Credits**		**Semester/Year**	**Course**
			Fall 1	NGR 5800 Theory for APN (3)
General Core Courses				NGR 5141 Pathophysiological Bases for ANP (3)
				NGR 5003 Adv. Hlth Assess. And Diagnostic Reasoning (2)
				NGR 5003L Adv. Health Assessment Clinical (1) (60 hours)
NGR 5800	Theory for APN	3		NGR 5720 Organizational Dynamics (3)
NGR 5884	Legal and Professional Behavior in APN	3		**12 Credits**
NGR 6801	Research Methods APN	3	Spring 1	NGR 6172 Pharmacology for APN (3)
NGR 6813	Evidence Based Practice	3		**NGR 6874 Nsg Env Mgt (3) (both CNS and DNP)**
NGR 5141	Pathophysiological Bases for APN	3		NGR 6265 Adult/Gero CNS I (3)
NGR 6172	Pharmacology for Advanced Nursing	3		NGR 6265L Adult/Gero CNS I Clinical (3) (180 hours)
NGR 5003	Adv. Health Assessment and Diagnostic Reasoning	2		**12 Credits**
NGR 5003L	Advanced Health Assessment Clinical	1	Summer 1	NGR 5884 Legal and Professional Behav APN (3)
				NGR 6801 Research Meth. For Advanced Practice Nursing (3)
Specialization				
				6 Credits
NGR 5720	Organizational Dynamics	3	Fall 2	NGR 6266 Adult/Gero CNS II (3)
NGR 6265	Adult/Gero CNS I	3		NGR 6266L Adult/Gero CNS II Clinical (3) (180 hours)
NGR 6265L	Adult/Gero CNS I Clinical	3		**NGR 7793 Nursing Leadership/Economics**
NGR 6266	Adult/Gero CNS II	3		NGR 6813 Evidence-Based Practice
NGR 6266L	Adult/Gero CNS II Clinical	3		**12 Credits**
NGR 6267	Adult/Gero CNS III	3	Spring 2	NGR 6267 Adult/Gero CNS III (3)
NGR 6267L	Adult/Gero CNS III Clinical	3		NGR 6267L Adult/Gero CNS III Clinical (3) (180 hours)
NGR 6874	Nsg Envir Mgt	3		**NGR 7855 Evidence-Based Practice Development (3)**
				NGR 7827 Concepts, Measurement (3)
				12 Credits
				Complete MSN-45 Credits
Total Required 660 clinical hours	**45**		Summer 2	
				NGR 6722 Financial Management (3)
				NGR 7820 Innovative Technology (3)

Code	Course	Credits		Term
	Foundation Areas (21 credits)			
NGR 7673	Epidemiological Principles in Advanced Practice Nursing	3		Fall 3
NGR 7855	Evidence Based Practice Development 60 clinical hours	(2,1)		
NGR 7892	Healthcare Systems and Policy	3		Spring 3
NGR 7827	Concepts, Measurement, Data Management	3		
NGR 7793	Leadership and Economics for APN	3		
NGR 7820	Innovative Technology	3		Summer 3
	Advanced Specialization (10 hours)			
NGR 7065	Advanced Clinical Management for APNs	3		
NGR 6722	Finance	3		
NGR 7779L	Program Development and Management (60 hours)	(2,1)		
NGR 7748L	Advanced Clinical Practice Selective for APNs (60hours)	(1)		
NGR XXXX	**Electives**	3		
	Project (9 hours)			
NGR 7911C	DNP Project I (60 hours)	(2,1)		
NGR 7912C	DNP Project II (120 hours)	(1,2)		
NGR 7913C	DNP Project III	(3)		

Total Required 85 Credit hours
(40 post MSN)

6 Credits
NGR 7779L Program Development (3) (60 hours)
NGR 7911C Project 1 (3) (60 hours)
Elective (3)
NGR 7673 Epidemiological Principles (3)

12 Credits
NGR 7065 Advanced Clinical Management (3)
NGR 7912C Doctoral Project II (3) (120 hours)
Healthcare Systems and Policy (3)

9 Credits
NGR 7913C Doctoral Project III
NGR 7748L Advanced Clinical Practice Selective (1) (60 hours)

4 Credits
Complete DNP-Total 85 Credits

Comments: _____
_____
_____

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The BSN to DNP for the CNS is proposed at 85 credits: 45 credits for the MSN, and 40 credits for the DNP. These numbers are congruent with the BSN to DNP for the nurse practitioners.

In summary the program provides an additional option for the CNS curriculum that is resource-neutral and congruent with the BSN to DNP for the nurse practitioners.

DNP Adult/Gerontology Clinical Nurse Specialist

TRACK DESCRIPTION

The Doctor of Nursing Practice (DNP) program in the Adult/Gerontology Clinical Nurse Specialist Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

The DNP Adult/Gerontology Clinical Nurse Specialist Track allows students to earn an MSN along the way to the Doctor of Nursing Practice (DNP). This MSN allows students in the DNP program to sit for certification examinations when they have completed the list of courses required. Certification authorizes them to function in the advanced role while they complete the DNP curriculum.

Read More ▼

CURRICULUM

Total Credit Hours Required:

8̶0̶5 Credit Hours Minimum beyond the Bachelor's Degree

The DNP Adult/Gerontology Clinical Nurse Specialist track allows students to acquire a MSN along the way upon completion of 495 credits of master's level courses, including 6̶0̶0540 hours of clinical practice. This is followed by an additional 2̶1̶40 credit hours of doctoral-level courses, 49 credit hours of a̶the DNP ResidencyProject, including 360 clinical hours. All totaled, 900 practicum hours including those leading to the MSN are required to earn the DNP, a̶n̶d̶ ̶6̶ c̶r̶e̶d̶i̶t̶ ̶h̶o̶u̶r̶s̶ ̶o̶f̶ ̶t̶h̶e̶ ̶D̶N̶P̶ ̶P̶r̶o̶j̶e̶c̶t̶,̶ ̶i̶n̶c̶l̶u̶d̶i̶n̶g̶ ̶4̶0̶0̶ ̶c̶l̶i̶n̶c̶a̶l̶ ̶h̶o̶u̶r̶s̶.̶ ̶A̶l̶l̶ ̶t̶o̶t̶a̶l̶e̶d̶,̶ ̶1̶0̶0̶0̶ ̶p̶r̶a̶c̶t̶i̶c̶u̶m̶ ̶h̶o̶u̶r̶s̶ i̶n̶c̶l̶u̶d̶i̶n̶g̶ ̶t̶h̶o̶s̶e̶ ̶l̶e̶a̶d̶i̶n̶g̶ ̶t̶o̶ ̶t̶h̶e̶ ̶M̶S̶N̶ ̶a̶r̶e̶ ̶r̶e̶q̶u̶i̶r̶e̶d̶ ̶t̶o̶ ̶e̶a̶r̶n̶ ̶t̶h̶e̶ ̶D̶N̶P̶.̶ ̶T̶h̶e̶ ̶p̶a̶r̶t̶-̶t̶i̶m̶e̶ ̶p̶l̶a̶n̶ ̶o̶f̶ ̶s̶t̶u̶d̶y̶ c̶a̶n̶ ̶b̶e̶ ̶c̶o̶m̶p̶l̶e̶t̶e̶d̶ ̶i̶n̶ ̶1̶3̶ ̶s̶e̶m̶e̶s̶t̶e̶r̶s̶ ̶a̶n̶d̶ ̶t̶h̶e̶ ̶f̶u̶l̶l̶ ̶t̶i̶m̶e̶ ̶p̶l̶a̶n̶ ̶o̶f̶ ̶s̶t̶u̶d̶y̶ ̶i̶n̶ ̶1̶0̶ ̶s̶e̶m̶e̶s̶t̶e̶r̶s̶.̶

The core DNP courses are designed to enhance the skill and science base of the graduate and strengthen the focus on evidenced-based practice. Safety and efficiency in health care systems is addressed, and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions, and information fluency.

Required Courses for MSN—4̶9̶45 Credit Hours

Courses marked by asterisks (*) are required to obtain a MSN degree along the way to the DNP.

Core Courses—~~2~~4~~1~~ Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning Concepts* (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab* (1 credit hour, 60 clinical hours)
- NGR 5141 Pathophysiology Bases for Advanced Nursing Practice* (3 credit hours)
- ~~NGR 5638 Health Promotion* (3 credit hours)~~
- NGR 5800 Theory for Advanced Nursing Practice* (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice* (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice* (3 credit hours)
- NGR 6801 Research Methods for Advanced Nursing Practice* (3 credit hours)
- NGR 6813 Evidence-Based Practice* (3 credit hours)

Specialty Courses: Adult/ Gerontology Clinical Nurse Specialist—2~~5~~4 Credit Hours

- NGR 5720 Organizational Dynamics* (3 credit hours)
- ~~NGR 6782 Adult CNS I* (3 credit hours)~~
- ~~NGR 6782L Adult CNS I Clinical* (2 credit hours; 120 clinical hours)~~
- ~~NGR 6263 Gerontologic Care for APNs* (3 credit hours)~~
- ~~NGR 6264L Gerontologic Care Clinical for CNS* (2 credit hours; 120 clinical hours)~~
- ~~NGR 6783 Adult CNS II* (3 credit hours)~~
- ~~NGR 6783L Adult CNS II Clinical* (2 credit hours; 120 clinical hours)~~
- ~~NGR 6758L CNS Advanced Practicum* (4 credit hours; 240 clinical hours)~~
- ~~Elective* (3 credit hours)~~
- NGR 6265 Adult/Gero CNS I* (3 credit hours)
- NGR 6265L Adult/Gero CNS I Clinical * (3 credit hours; 180 clinical hours)
- NGR 6266 Adult/Gero CNS II* (3 credit hours)
- NGR 6266L Adult/Gero CNS II Clinical* (3 credit hours; 180 clinical hours)
- NGR 6267 Adult/Gero CNS III* (3 credit hours)
- NGR 6267L Adult/Gero CNS III Clinical* (3 credit hours; 180 clinical hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
-

Required Courses for the DNP—2~~1~~40 Credit Hours

The DNP courses serve to enhance the skill and science base of the graduate and strengthen the focus on research utilization. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency.

- ~~NGR 6723 Nursing Leadership and Management (3 credit hours)~~
- NGR 6874 Nursing Environment Management (3 credit hours)
- ~~NGR 7065 Advanced Clinical Management for APN (3 credit hours)~~

- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (3 credit hours, 180 clinical hours)
- NGR 7827 Concept, Measurement and Data Management (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 7065 Advanced Clinical Management for APN (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (1 credit hours, 60 clinical hours)
- NGR 7779L Program Development and Management (2,1 credit hours, 60 clinical hours)
- NGR 7793 Nursing Leadership and Economics (3 credit hours)
- NGR 7820 Innovative Technology (3 credit hours)
- NGR 7827 Concept, Measurement and Data Management (3 credit hours)
- NGR 7855C Evidence Based Practice Development (2,1 credit hours, 60 clinical hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- Elective (3 credit hours)
- NGR 7911C Doctoral Project I (2,1 credit hours, 60 clinical hours)
- NGR 7912C Doctoral Project II (1,2 credit hours, 120 clinical hours)
- NGR 7913 Doctoral Project III (3 credit hours)
-

DNP Practicum Residency   4 Credit Hours

The DNP residency provides an in-depth clinical experience for students. This advanced practicum provides the opportunity to link policy making with clinical systems, translate research into practice and serve as change agents for health care. The clinical residency experience is facilitated by an advanced practice expert clinician/teacher.

- NGR 7948L DNP Residency (2 credit hours, 120 clinical hours). Repeated once.

Practicum hours depend upon record review of hours completed at MSN level and all totaled the DNP clinical hours will be 1,000 hours.

DNP Project   6 Credit Hours

The DNP Project is the product of the culminating or comprehensive experience of an independent project that demonstrates application of advanced clinical and evidence-based practice. The DNP Project is guided and evaluated by an academic committee and is derived from the residency. It serves as a foundation for future scholarly practice.

- NGR 7974 DNP Project (3 credit hours, repeated once)

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base.

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade of below B in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below B are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

- All course work completed with a minimum grade of "B"
- A satisfactory DNP Project
- Clinical performance evaluated at a satisfactory level
- A satisfactory public presentation of the DNP Project
- A professional portfolio

INDEPENDENT LEARNING

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
- BSN degree from an accredited institution.*
- Undergraduate Statistics course.
- Official, competitive GRE score taken within the last five years.
- Licensure as a registered nurse in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
    - Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track.
    - Describe your plans to alter your work, professional and/ or personal obligations in order to have the time needed for graduate course and clinical practice work.

- o   Identify one significant contemporary issue/ problem in the US Health care system and explore how members of the nursing profession can help address that issue or solve that problem.
- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- An interview with faculty may also be required.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.
- 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).

*For students with a Bachelor's degree in a discipline other than nursing, but possess a Florida RN License, please contact the College of Nursing at gradnurse@ucf.edu or 407-823-2744 for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office (407-823-2744) to speak with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice. Students are admitted to the program in the fall for the program of study; however, spring admissions are possible for a revised plan of study.

Admission to the program is competitive, based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with the applicant's career goals. The College of Nursing accepts most qualified students.

Students may take classes as a nursing nondegree-seeking, postbaccalaureate student on a space-available basis. Students must designate on their application that they are applying to the College of Nursing in order to facilitate processing of files. Successful completion of postbaccalaureate courses does not guarantee admission to the graduate program. Students may only take nonclinical courses. Prior to applying as a nondegree student, please contact the main nursing advising office for deadlines and nondegree options at gradnurse@ucf.edu.

Application Deadlines

Adult/Gerontology Clinical Nurse Specialist	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Jan 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.

Program Profile

Program Stats

View more stats

Contact Info

Graduate Program

Christopher Blackwell PhD

Assistant Professor

christopher.blackwell@ucf.edu
Telephone: 407-823-2744
UTWR 453 Map

Graduate Admissions

Lauren May

gradadmissions@ucf.edu
Telephone: 407-823-2766 ext. 255

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

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
www.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Student Name: _____   PID: _____   Date: _____

Curriculum			Individual Plan of Study	
Formal Coursework (Gen. Core & Specialization: 45 hours)	**Credits**	**Semester/Year**	**Course**	
		Fall 1	NGR 5800 Theory for APN (3)	
			NGR 5141 Pathophysiological Bases for ANP (3)	
General Core Courses			NGR 5003 Adv. Hlth Assess. And Diagnostic Reasoning (2)	
			NGR 5003L Adv. Health Assessment Clinical (1) (60 hours)	
NGR 5800 Theory for APN	3		NGR 5720 Organizational Dynamics (3)	
NGR 5884 Legal and Professional Behavior in APN	3			**12 Credits**
NGR 6801 Research Methods APN	3	Spring 1	NGR 6172 Pharmacology for APN (3)	
NGR 6813 Evidence Based Practice	3		**NGR 6874 Nsg Env Mgt (3) (both CNS and DNP)**	
NGR 5141 Pathophysiological Bases for APN	3		NGR 6265 Adult/Gero CNS I (3)	
NGR 6172 Pharmacology for Advanced Nursing	3		NGR 6265L Adult/Gero CNS I Clinical (3) (180 hours)	
NGR 5003 Adv. Health Assessment and Diagnostic	2			**12 Credits**
Reasoning		Summer 1	NGR 5884 Legal and Professional Behav APN (3)	
NGR 5003L Advanced Health Assessment Clinical	1		NGR 6801 Research Meth. For Advanced Practice Nursing (3)	
				6 Credits
Specialization		Fall 2	NGR 6266 Adult/Gero CNS II (3)	
			NGR 6266L Adult/Gero CNS II Clinical (3) (180 hours)	
NGR 5720 Organizational Dynamics	3		**NGR 7793 Nursing Leadership/Economics**	
NGR 6265 Adult/Gero CNS I	3		NGR 6813 Evidence-Based Practice	
NGR 6265L Adult/Gero CNS I Clinical	3			**12 Credits**
NGR 6266 Adult/Gero CNS II	3	Spring 2	NGR 6267 Adult/Gero CNS III (3)	
NGR 6266L Adult/Gero CNS II Clinical	3		NGR 6267L Adult/Gero CNS III Clinical (3) (180 hours)	
NGR 6267 Adult/Gero CNS III	3		**NGR 7855C Evidence-Based Practice Development (3)**	
NGR 6267L Adult/Gero CNS III Clinical	3		**NGR 7827 Concepts, Measurement (3)**	
NGR 6874 Nsg Envir Mgt	3			**12 Credits**
				Complete MSN-45 Credits
Total Required	**45**	Summer 2		
660 clinical hours			**NGR 6722 Financial Management (3)**	
			NGR 7820 Innovative Technology (3)	

	Foundation Areas (21 credits)			
NGR 7673	Epidemiological Principles in Advanced Practice Nursing	3		Fall 3
NGR 7855C	Evidence Based Practice Development 60 clinical hours	(2,1)		
NGR 7892	Healthcare Systems and Policy	3		Spring 3
NGR 7827	Concepts, Measurement, Data Management	3		
NGR 7793	Leadership and Economics for APN	3		
NGR 7820	Innovative Technology	3		Summer 3
	Advanced Specialization (10 hours)			
NGR 7065	Advanced Clinical Management for APNs	3		
NGR 6722	Finance	3		
NGR 7779L	Program Development and Management (60 hours)	(2,1)		
NGR 7748L	Advanced Clinical Practice Selective for APNs (60hours)	(1)		
NGR XXXX	**Electives**	3		
	Project (9 hours)			
NGR 7911C	DNP Project I (60 hours)	(2,1)		
NGR 7912C	DNP Project II (120 hours)	(1,2)		
NGR 7913	DNP Project III	(3)		
	Total Required 85 Credit hours (40 post MSN)			

6 Credits

NGR 7779L Program Development (3) (60 hours)
NGR 7911C Project 1 (3) (60 hours)
Elective (3)
NGR 7673 Epidemiological Principles (3)

12 Credits

NGR 7065 Advanced Clinical Management (3)
NGR 7912C Doctoral Project II (3) (120 hours)
Healthcare Systems and Policy (3)

9 Credits

NGR 7913 Doctoral Project III
NGR 7748L Advanced Clinical Practice Selective (1) (60 hours)

4 Credits

Complete DNP-Total 85 Credits

Comments: _____

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: College of Nursing

Proposed Effective Term/Year: Fall 2013

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: MSN Nurse Educator

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

> As shown in catalog.

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)
Susan K. Chase, susan.chase@ucf.edu, 407-823-6274

University Tower, UTWR +2210

www.nursing.ucf.edu

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: _Susan K. Class_ Date: _1/15/13_

☒ Yes ☐ No College Curriculum Committee Chair: _Diane Andrews_ Date: _1/15/2013_

☒ Yes ☐ No College Dean: _Jean Kijek_ Date: _1/16/2013_

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

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

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

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

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

> See attachment.

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.**)

> See attachment.

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.)

> Diane Andrews, PhD, RN
> Christopher Blackwell, PhD, ARNP, ANP-BC, CNE
> Susan Chase, EdD, ARNP, FNP-BC
> Dr. Maureen Covelli, PhD, RN
> Loretta Forlaw, PhD, RN, FACHE
> Linda Gibson-Young, PhD, RN
> Carolyn Hix, DNP, RN, NEA-BC
> Mary Lou Sole, PhD, RN, CCNS, FAAN, FCCM
> Steven Talbert, PhD, RN
> Julee Waldrop, DNP, ARNP, PNP-BC, FNP-BC
> Diane Wink, FNP-BC, ARNP, FAANP

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

> No impact of changes on students.

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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)

TRACK DESCRIPTION

The Master of Science in Nursing (MSN) programs build upon the student's baccalaureate nursing education and professional experience. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Nurse Educator track is delivered online with some required campus activities. It prepares nurse educators for teaching positions in colleges and universities, as well as practice settings.

.Read More ▼▲.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

Total Credit Hours Required:
~~38~~44 Credit Hours Minimum beyond the Bachelor's Degree

An independent scholarly work is a requirement for the Master of Science in Nursing degree. The scholarly work consists of an evidence-based nursing project. The scholarly project that is required in NGR 6813 (completed in the ~~final~~ last or next to last semester of study) is an evidence-based scholarly clinical paper. The evidence-based project should reflect the latest evidence for the student's MSN track. This is a formal paper that must adhere to published guidelines in the syllabus and must be presented in a public forum.

Required Nursing Courses—18 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour)
- NGR 5141 Pathophysiological Bases for ANP (3 credit hours)
- NGR 5800 Theory for Advanced Practice Nursing (3 credit hours)
- NGR 5884 Legal and Professional Behaviors in ANP(3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6813 Evidence-Based Nursing Practice (Scholarly Project) (3 credit hours)

Required Education Courses—~~17~~20~~3~~ Credit Hours

- NGR 6713 Curriculum Development in Nursing Education (3 credit hours)
- ~~NGR 6714 Clinical Teaching Strategies for Nursing (3 credit hours)~~
- NGR 6715 Application of Instructional Technology for Nursing Education (3 credit hours)
- NGR 6791 Teaching Strategies for Nurse Educators (3 credit hours)
- NGR 6718 Evaluation in Nursing Education (3 credit hours)
- ~~NGR 6XXX Advanced Nursing Specialty (Family, Adult or Community) for Nurse Educators (3 credit hours)~~
- NGR 6942C Internship/Residency in Nursing Education (4 credit hours, 300 credit hours)
- NGR 6945L Clinical Specialty Practicum (Family, Adult or Community) for Nurse Education (1 credit hour, 60 clinical hours)

Advanced Nurse Specialty Restricted Elective-3 Credit Hours: Choose one of the following:
NGR 6249 Management of Common Health Problems Adult Patient (3 credit hours)
NGR 6351 Nursing Care of Children and Childbearing Women (3 credit hours)
- NGR 6627 Management of Common Health Problems in Communities (3 credit hours)

College of Nursing Master's Program Handbook

All master's students are required to read the College of Nursing Master's Program Handbook regarding policies for each program and for academic progression. Information about each program particularly clinical placements and forms for appeals to the Master's APG Committee are located in the handbook.

Equipment Fee

Students in the Master of Science in Nursing Program pay a $90 equipment fee each semester that they are enrolled.

INDEPENDENT LEARNING

An independent scholarly work is a requirement for the Master of Science in Nursing degree. The scholarly work consists of an evidence-based nursing project. The scholarly project that is required in NGR 6813 (completed in the final semester of study) is an evidence-based scholarly clinical paper. The evidence-based project should reflect the latest evidence for the students MSN track. This is a formal paper that must adhere to published guidelines in the syllabus and must be presented in a public forum.

APPLICATION REQUIREMENTS

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

The following application information is provided for applicants who have completed a bachelor's degree. For application requirements for the RN to MSN option, without an undergraduate degree, please refer to the "RN to MSN Program." Applicants with a non-nursing bachelor's degree are required to take upper-division nursing courses that are prerequisites for graduate study in nursing.

Students are admitted to the programs in fall and spring semesters. ~~Nurse Educator track students are also admitted in the summer.~~ To study full-time, applicants to the nurse educator track should apply for fall admission~~-~~. However, additional electives will be needed in s~~s~~ome semesters. Part-time plans of study are available for both fall and spring admission cycles.

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.
- BSN degree from an accredited institution.*
- Undergraduate Statistics course.
- Florida license required for all students who will be taking clinical and practice courses in Florida health care agencies and institutions. For those students at a distance, a license is required in the state or country in which they practice.
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
  ○ Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track.
  ○ Describe your plans to alter your work, professional and/ or personal obligations in order to have the time needed for graduate course and clinical practice work.
  ○ Identify one significant contemporary issue/ problem in the US Health care system and explore how members of the nursing profession can help address that issue or solve that problem.
- Curriculum Vitae which reflects prior education, recent clinical

accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Two professional recommendations describing your ability to be successful in an MSN program. Include at least one clinical reference preferably from an Advanced Practice Nurse/Supervisor and one academic reference preferably from a nursing faculty member from a graduate program evaluating potential for graduate study.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

*For Students with a Bachelor's degree in a discipline other than nursing, please contact the advisement office at gradnurse@ucf.edu or 407-823-2744 for additional options.

Admission to the program is competitive, based on evaluation of the applicant's abilities, past performance, recommendations, VECHS/FDLE/FBI finger printing, certified background check, drug testing and the match of UCF's master's programs with career goals. The College of Nursing accepts the most qualified students. Since enrollment is limited, not all students who apply may be accepted, even if minimum requirements are met.

Students may take classes as a nursing nondegree-seeking, postbaccalaureate student on a space-available basis. Students must designate on their application that they are applying to the College of Nursing in order to facilitate processing of files. Successful completion of postbaccalaureate courses does not guarantee admission to the graduate program. Students may only take nonclinical courses. Prior to applying as a nondegree student, please contact the main nursing advising office for deadlines and nondegree options at gradnurse@ucf.edu.

Application Deadlines

Nurse Educator	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 15	Oct 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

FINANCIALS

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

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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 Nursing

Proposal to Revise Nurse Educator Track Curriculum

This is a proposal to revise the nurse Educator Track Curriculum by deleting one course, NGR 6714 Clinical Teaching from the plan of study. This will reduce total credits for the program from 41 to 38.

Rationale:

The Nurse Educator track in.the MSN program prepares nurses for roles as educators in programs of nursing at the university, college, community college and vocational school level as well as in staff development programs at health care agencies. The Nurse Educator track in the MSN program here at UCF is designed to meet knowledge and practice competencies of a variety of organizations. Most important of these is our accreditation agency, the Collegiate Council for Nursing Education. Our graduates must also hold the educational credentials needed to sit for certification as a Nurse Educator. These same credentials will also be required by their future employers (generally other schools) since those schools must demonstrate their faculty are qualified to teach in their programs.

A revised Nurse Educator track was implemented in Fall of 2010 to reflect expanded criteria for all nurses receiving a MSN. Key components of this revision were the addition of a set of courses to increase the core clinical (nursing) knowledge and practice skills of students in this track. And, using data from a national survey of Nurse Educator MSN programs, two courses were deleted and on additional course was added to the core Nurse Educator course list.

Over the last three years, faculty completed a comprehensive analysis of content in the Nurse Educator program. Duplication of content in several courses was found with most of that duplication from a single course, NGR 6714 Clinical Teaching Strategies and the rest in the course NGR 6718 Evaluation Methods in Nursing Education . In addition, an existing course (NGR 6791 Teaching Strategies) had "room" to absorb the client in the Clinical Teaching course not currently covered because one of the large blocks of content previously in that course had been moved to another course.

The decision to delete the clinical teaching course as a required component of the Nurse Educator MSN plan of study was further supported by the findings of a national study of nurse educator curriculums published in by Drs. Judith Ruland and Jean Leuner in 2010. In their study of 201 program curriculums they found that only 34 (17%) had a separate Clinical Teaching course.

A review of other Nurse Educator Programs in the state of Florida also indicated that a Clinical Teaching Course was not a component of nay of those programs.

The objectives of the MSN Nurse Educator Track remain the same since no content is being deleted.

An analysis of movement of objectives and content coverage in other Nurse Educator courses follows.

Movement of Objectives from NGR 6714 to other Nurse Educator courses

Objective in NGR 6714 Clinical Teaching Strategies	Objectives moved to or already covered in
1. Analyze the research foundation to the development, implementation and evaluation of clinical experiences for student nurses	NGR 6791 Teaching Strategies
2. Investigate historical and current theoretical literature on the clinical learning activities to determine the implications for clinical learning in the current health care system	NGR 6791 Teaching Strategies Also covered in NGR 6713 Curriculum Development and NGR 5884 Legal and Professional Behavior
3. Develop a personal philosophy of clinical teaching and learning	NGR 6791 Teaching Strategies
4. Explore the impact of setting and structure of clinical experiences on outcomes	NGR 6791 Teaching Strategies
5. Explore the impact of cultural diversity on the design and implementation of clinical experiences	NGR 6791 Teaching Strategies
6. Analyze the role of clinical education in nursing	NGR 6791 Teaching Strategies Also covered in NGR 6713 Curriculum Development
7. Design clinical practice experiences to meet specific curricular and individual clinical course objectives	NGR 6791 Teaching Strategies and NGR 6718 Evaluation for Nursing Education
8. Relate legal, regulatory and ethical issues in the design of clinical experiences	NGR 6791 Teaching Strategies Also covered in NGR 6713 Curriculum Development and NGR 5884 Legal and Professional Behavior
9. Synthesize the research on the development of clinical reasoning and decision making skills through clinical learning activities.	NGR 6791 Teaching Strategies Also covered in NGR 6713 Curriculum Development and NGR 6718 Evaluation for Nursing Education

Movement of Content from NGR 6714 to other Nurse Educator Courses

Content in NGR 6714	Moved to	Already covered in
Goals of clinical learning activities	NGR 6791	
Evidence based practice literature related to clinical learning activities		Alddressed in all nurse educator courses and NGR 6813
Development of clinical reasoning and	NGR 6791	Addressed in all

problem solving skills		nurse educator courses
Professional Development in the Clinical Setting	NGR 6791	Also addressed in NGR 6713
Progression from Novice to Expert	NGR 6791	Also addressed in NGR 6718 and NGR 6713
Design of clinical practice activities	NGR 6791	
Learning objectives	NGR 6791	
Designing a learning activity	NGR 6791	
Addressing problems in clinical learning activities	NGR 6791	Also addressed in NGR 6718
Legal , Regulatory and Ethical Issues	NGR 6791	Addressed in NGR 5884 and NGR 6713
QSEN: Quality and Safety Education in Nursing	NGR 6791	Addressed in all nurse educator courses
Evaluation and documentation of outcomes (Student, site, preceptors)	Introduced in NGR 6791	Also addressed in NGR 6718
Innovative approaches to clinical education	NGR 6791	Reviewed in NGR 6713
Impact of culture on student learning and clinical experiences	NGR 6791	Addressed in all nurse educator courses

Impact on future students:

Deletion of this course may impact students in other tracks or community members seeking further education about teaching in the clinical area. They will be offered the NGR 6791 Teaching Strategies course as an alternative.

Resources:

Deletion of this course from the Nurse Educator track curriculum will conserve faculty resources.

Implementation:

The content from NGR 6714 will moved, as appropriate to NGR 6791 Teaching Strategies for Nursing Education and NGR 6718 Evaluation Methods in Nursing Education for all course offerings starting in Fall 2013. A teach-out plan will be developed to accommodate all current students still needing NGR 6714 Clinical Teaching.

Students admitted prior to August 2013 who have not yet taken NGR 6791 Teaching Strategies and NGR 6718 Evaluation Methods in Nursing Education will be given the option of moving to the new curriculum and not taking the NGR 6714 Clinical Teaching Course.

Plan of Study:

Students will continue to be admitted to a full time plan of study for the Fall term or a part time plan of study in either the Fall or Spring term.

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: **College of Sciences**

Proposed Effective Term/Year: **Fall 2013**

Unit(s) Housing Program: **Department of Psychology**

Name of program, track and/or certificate: **Clinical Psychology MA Program**

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

> The Master of Arts Clinical Psychology program is designed to provide training and preparation for students desiring to deliver clinical services through community agencies. After completing the program and a two-year postgraduate internship, graduates are eligible to become Licensed Mental Health Counselors and practice independently.

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 deadline is December 15 for all applicants.

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 are the same for all applicants.

Program Director(s) and contact information: (name, email, phone, campus address, program website address)
Stacey Tantleff Dunn, Ph.D., stacey.dunn@ucf.edu, (407) 399-7930, 1200 W. International Speedway Blvd. Daytona Beach, Fl

http://www.graduatecatalog.ucf.edu/programs/program.aspx?id=1398 (working on new pages on psychology department website)

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:

We are introducing a new option in which students can elect to complete a master's thesis and take fewer courses. This creates two options for students in the program.

☐ Inactivation

☐ Temporary Suspension of Admissions. Give Length of Suspension:

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

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

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

Signature Page

RECOMMENDATIONS

☑ Yes	☐ No	Department Chair:	_Jeff E Gavin_	Date:	1/14/13
☑ Yes	☐ No	College Curriculum Committee Chair:	_Tenard_	Date:	2/6/13
☑ Yes	☐ No	College Dean:	_Mud_	Date:	2/9/2013
☐ Yes	☐ No	Chair or GSC:		Date:	
☐ Yes	☐ No	Dean, College of Graduate Studies:		Date:	

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

Part A – For <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.)

> Students enrolled in our program are increasingly interested in completing a master's thesis in preparation for application to doctoral programs in clinical psychology. It is difficult to complete a thesis with the heavy courseload required in our program, and some courses that are required for state licensure are less important for students who wish to pursue doctoral study and not practice in the State of Florida. Further, requiring all courses and thesis hours results in a 67-hour program which can be cost prohibitive, particularly for our out of state students. Therefore, we are creating two options within the program. The applied/pre-licensure option is for students who wish to prepare to become a licensed mental health counselor. They will complete all courses in the 61-hour curricululm. The research/thesis option is for students who wish to prepare for doctoral study and may/may not wish to become license eligible. They will complete 19 hours of required coursework, and have the flexibility to take 24 hours of restricted electives that best meet their training needs, with the option to take an additional 6 hours of electives if they choose (because they want to be license eligible), resulting in total credit hours of 61-67.

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.**)

> - There are now two options for students admitted to the program.
> - The first option is to complete the program as previously offered (no changes to curriculum or credits).
> - The second option offers students the opportunity to complete a thesis and waive up to six hours in coursework as appropriate for their academic/career objectives. Previously, students had to complete all coursework AND an additional 6 thesis hours, resulting in a 67-credit program. Now students will have option to complete a thesis and remain at a total of 61 hours, or take the additional 6 course credits for a total of 67 credit hours (students wishing to maintain option of becoming license eligible may choose to complete the 67 hours).
> - For the second option, students have 19 hours of required courses, and then 24-30 hours of restricted electives (see attached course list).

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:
   Clinical Psychology MA Program
_____

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.)

> There will be no changes in faculty associated with the program at this time.
>
> Drs. Ed Fouty, Steven Berman, Bernie Jensen, and Stacey Tantleff Dunn will supervise the thesis research of students who choose the research/thesis option. Each of these faculty members has supervised theses in the past.
>
> Dr. Fouty is a neuropsychologist and full-time instructor who studies and publishes in the area of neuropsychology. He has successfully supervised completed theses with previous students in our program.
>
> Dr. Steven Berman is an associate professor who studies and publishes in the area of identity formation. He has successfully supervised completed theses with previous students in our program.
>
> Dr. Bernie Jensen is an associate professor who studies and publishes in the area of sports psychology. He has successfully supervised completed theses with previous students in our program.
>
> Dr. Stacey Tantleff Dunn is an associate professor who studies and publishes in the areas of body image and eating behavior. She has successfully supervised completed theses and doctoral dissertations.

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

> Current students in their first year will have the opportunity to choose the research/thesis track if they wish to do so. No student will be negatively impacted in any way by the proposed changes.

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.

> There are no other units involved in the proposed changes. The options do not involve coursework from any other program or unit.

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

> We anticipate possible increased enrollment among students who wish to enter the master's program in preparation for application to doctoral programs. By increasing flexibility in coursework and decreasing the total number of credit hours required, a greater number of students are more likely to be successful in completing the thesis.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

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

> Students who successfully complete a master's thesis will be more likely to gain admission into doctoral programs in clinical psychology. Students who complete a thesis but do not pursue doctoral study may be more qualified for leadership positions within community mental health because of their research experience/skills.

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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
EDF 7041	EDF 7041	EDF 7041	EDF 7041	EDF 7041
EDF 6442	EDF 6442	EDF 6442	EDF 6442	
EDF 7848	EDF 7848	EDF 7848		
EDF 6543	EDF 6543			
EDA 7503				

Checklist of items to be provided:

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

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

PROGRAM DESCRIPTION

The Master of Arts Clinical Psychology program is designed to provide training and preparation for students desiring to deliver clinical services through community agencies and in independent practice. After completing the program and a two-year postgraduate internship, graduates are eligible to become Licensed Mental Health Counselors in the State of Florida (with the possible exception of the research/thesis option as described below)and practice independently.

Read More ▼▲

CURRICULUM

The Clinical Psychology MA program requires a minimum of 61 credit hours beyond the bachelor's degree, including 43-49 credit hours of required courses, and 12 clinical internship credit hours. The program has two options:This is a nonthesis program although those students seeking additional research experience may select a thesis option of 6 credit hours in addition to the required 61 credit hours.

Option 1: Applied Pre-Licensure/Nonthesis

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

Required Courses—49 Credit Hours

- CLP 5166 Advanced Abnormal Psychology (3 credit hours)
- CLP 6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)
- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- CLP 6195C Introduction to Psychotherapy (3 credit hours)
- CLP 6321 Psychotherapy in Community Settings (3 credit hours)
- CLP 6441C Individual Psychological Assessment I (3 credit hours)
- CLP 6457C Group Psychotherapy (3 credit hours)
- CLP 6459C Human Sexuality, Marriage, and Sex Therapies (3 credit hours)
- CLP 6460C Introduction to Child, Adolescent, and Family Therapies (3 credit hours)
- CLP 6461 Cognitive Behavior Therapy (3 credit hours)
- CLP 6449C Career and Lifestyle Assessment (3 credit hours)
- CLP 6932 Ethical and Professional Issues in Mental Health Practices (3 credit hours)
- CYP 6942 Practicum in Psychological Counseling (3 credit hours)
- DEP 5057 Developmental Psychology (3 credit hours)
- PSY 6216C Research Methodology (4 credit hours)
- MHS 6430 Family Counseling I (3 credit hours)

Internship—12 Credit Hours

- CYP 6948C Psychology Internship (12 credit hours)

The purpose of the internship requirement is to provide the MA candidate in Clinical Psychology with comprehensive, practical-based experiences under the supervision of licensed mental health professionals. A public agency or nonprofit institution with nondiscriminatory practices is the prototype. The intern is assigned to an acceptable agency for a total of 1000 hours during three consecutive academic semesters (20 hours per week for 16 weeks during fall and spring terms, and 30 hours per week for 12 weeks during the summer term). An additional commitment of two hours per week is required for the interns to meet as a group with a departmental faculty member for review, feedback, and discussions. A major portion of intern training is in the area of psychotherapy/counseling. The intern also engages in differential diagnosis and participates in a wide variety of psychological assessment procedures.

It is believed that supervision by qualified and experienced personnel is the primary learning mode by which the intern develops professional expertise and augments the classroom material previously acquired. Satisfactory completion ("B" (3.0) or better) of the following courses is required prior to internship: CLP 5166, CLP 6195C, CLP 6441C, and CYP 6942.

The program director and clinical placement coordinator approve internship placements. Interns are provided with a system for maintaining accurate accounts of their activity during each week of their internship. In addition, both the intern and supervisor(s) complete an Internship Evaluation form each semester.

Option 2: Research/Thesis

This option is available only with program approval. Students who choose this option may not be license eligible depending on the restricted electives they select. It is important for students to work closely with their advisor to determine the plan of study that best meets their academic/career goals.

Total Credit Hours Required:
61-67 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—19 Credit Hours

- CLP 5166 Advanced Abnormal Psychology (3 credit hours)
- CLP 6195C Introduction to Psychotherapy (3 credit hours)
- CLP 6441C Individual Psychological Assessment I (3 credit hours)
- CLP 6932 Ethical and Professional Issues in Mental Health Practices (3 credit hours)
- CYP 6942 Practicum in Psychological Counseling (3 credit hours)
- PSY 6216C Research Methodology (4 credit hours)

Restricted Electives—24 Credit Hours Required, 6 Optional/Additional

- CLP 6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)
- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- CLP 6321 Psychotherapy in Community Settings (3 credit hours)
- CLP 6457C Group Psychotherapy (3 credit hours)
- CLP 6459C Human Sexuality, Marriage, and Sex Therapies (3 credit hours)
- CLP 6460C Introduction to Child, Adolescent, and Family Therapies (3 credit hours)
- CLP 6461 Cognitive Behavior Therapy (3 credit hours)
- CLP 6449C Career and Lifestyle Assessment (3 credit hours)
- DEP 5057 Developmental Psychology (3 credit hours)
- MHS 6430 Family Counseling I (3 credit hours)

Internship—12 Credit Hours Required

- CYP 6948C Psychology Internship (12 credit hours)
  - See Option 1 for description

Thesis —6 Credit Hours Required

- PSY 6971 Thesis (6 credit hours)

Summer enrollment is required for all students. Successful performance on a written comprehensive exam is required of all students before graduation.

Total Credit Hours Required:

61-67 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—49 Credit Hours

- CLP 5166 Advanced Abnormal Psychology (3 credit hours)
- CLP 6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)
- CLP 6191 Cross-Cultural Psychotherapy (3 credit hours)
- CLP 6195C Introduction to Psychotherapy (3 credit hours)
- CLP 6321 Psychotherapy in Community Settings (3 credit hours)
- CLP 6441C Individual Psychological Assessment I (3 credit hours)
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- CLP 6932 Ethical and Professional Issues in Mental Health Practices (3 credit hours)
- CYP 6942 Practicum in Psychological Counseling (3 credit hours)
- DEP 5057 Developmental Psychology (3 credit hours)

- PSY 6216C Research Methodology (4 credit hours)
- MHS 6430 Family Counseling I (3 credit hours)

Thesis Option—6 Credit Hours

A thesis option is available to students with adviser approval. Six hours of PSY 6971 is required for students who complete a thesis in addition to the usual 61 credit hours required for the degree.

- PSY 6971 Thesis (6 credit hours)

Internship—12 Credit Hours

- CYP 6948C Psychology Internship (12 credit hours)

The purpose of the internship requirement is to provide the MA candidate in Clinical Psychology with comprehensive, practical-based experiences under the supervision of licensed mental health professionals. A public agency or nonprofit institution with nondiscriminatory practices is the prototype. The intern is assigned to an acceptable agency for a total of 1000 hours during three consecutive academic semesters (20 hours per week for 16 weeks during fall and spring terms, and 30 hours per week for 12 weeks during the summer term). An additional commitment of two hours per week is required for the interns to meet as a group with a departmental faculty member for review, feedback, and discussions. A major portion of intern training is in the area of psychotherapy/counseling. The intern also engages in differential diagnosis and participates in a wide variety of psychological assessment procedures.

It is believed that supervision by qualified and experienced personnel is the primary learning mode by which the intern develops professional expertise and augments the classroom material previously acquired. Satisfactory completion of the following courses is generally required prior to internship: CLP 5166, CLP 6191, CLP 6192C, CLP 6195C, CLP 6321, CLP 6441C, CLP 6457C, CLP 6461, and CYP 6942 Practicum.

The program director assigns internship placements. Interns are provided with a system for maintaining accurate accounts of their activity during each week of their internship. In addition, both the intern and supervisor(s) complete an Internship Evaluation form each semester.

Additional Program Requirements

Successful completion of the Clinical MA program requires demonstration of academic and clinical excellence. Students who receive grades lower than B (including B- and grades of U in courses graded satisfactory/unsatisfactory) in six semester hours or more will be dismissed from the program. It is a program requirement that all course work with a grade lower than B be retaken and completed successfully, although both grades are still calculated in the GPA.

In addition to academic excellence, students are expected to demonstrate clinical skills and personal resources that are up to the demands of clinical work. At the end of each semester,

students will receive written feedback from the faculty on the extent to which they are meeting the programs requirements and performance expectations. Student progress will be rated as satisfactory or unsatisfactory. Students who receive an unsatisfactory rating will be asked to complete remedial assignments as determined by the faculty. If the identified problems are not remedied and/or a second unsatisfactory rating is received, the student will be dismissed from the program.

Summer Enrollment

Summer enrollment is required for all students.

Comprehensive Exam and Case Presentation

The culminating academic experience for all students in the program (both options) is successful completion of a comprehensive exam and case presentation. All students must complete the comprehensive exam their final semester. The exam covers the core professional knowledge required by state licensing agencies. Students also are required to complete a written and oral clinical case presentation. Criteria for passing the exam and presentation and provided in the program handbook.

INDEPENDENT LEARNING

There are several independent learning experiences built into the program of study that help to individualize the training program. The field experiences require that students, in consultation with the field placement supervisor and participating agencies, select practicum and internship placements, which will give them an opportunity to hone their clinical skills with supervision in an agency where they can work with specific populations of interesttheir choosing. The clinical case presentations are required during internship training. That is dDuring practicum and internship students will have the opportunityare required to present cases that incorporate an integration of assessment data and its interpretation, theoretical conceptualization, treatment planning, course of therapy, and available outcome data. This is done ensuring client confidentiality and the highest ethical standards.

All students engage in independent learning through their individual preparation for the Comprehensive Exam. Students who pursue the thesis option also engage in independent learning through the design and implementation of original research in the thesis process.

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.
- A bachelor's degree in Psychology or a related area. A minimum of 15 semester hours of undergraduate psychology courses are required as a prerequisite for applicants with a degree in a field other than psychology. Competitive applicants with degrees in related areas will have completed courses in the following areas: abnormal psychology, developmental or child psychology, personality theory, learning theory, experimental psychology, and courses in research methods and statistics.
- Resume or Curriculum Vita.
- Personal Statement describing the applicant's experience, interest in psychology, and professional goals.
- Letter o~~i~~f Intent. This should be a brief one or two sentence letter stating that the applicant is applying to the Clinical Psychology MA program for the next admission cycle.
- Three letters of recommendation, with at least two furnished by instructors who are acquainted with the applicant.

Students are only admitted for~~to~~ full-time status and complete the MA program in two calendar years (including two required summers).~~, part-time, or nondegree-seeking status~~ Community professionals may be admitted to nondegree-seeking status in order to meet job or licensing requirements after consultation with the program director.~~.~~

- ~~Full-time students complete the MA program in two calendar years (including summers).~~

- ~~Part-time students will follow a prescribed program of study that ensures foundation courses are completed before attempting more advanced work. Part-time students will complete this program in four years.~~

- ~~Students who do not maintain satisfactory progress towards degree completion will be dismissed from the program.~~

- ~~Community professionals may be admitted to nondegree-seeking status in order to meet job or licensing requirements after consultation with the program director.~~

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

Admission into the clinical master's program is competitive, with all information that might be available to the committee (e.g., GRE scores, GPA, letters of reference, personal statement, clinical experience, research experience, and interview performance) considered in admissions decisions. Many applicants who meet minimum university requirements may not be admitted to the program. A department admissions committee reviews each student's credentials and may invite candidates for an interview. Final selection is based on both submitted credentials and the interview.

Application Deadlines

Formatted: Normal (Web), Space Before: 0 pt, After: 0 pt, No bullets or numbering

All application materials must be submitted by the appropriate deadline listed below. This program is being offered at the Sanford/Lake Mary Campus effective Fall 2013.

Clinical Psychology MA	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Dec 15~~Jan 1~~	~~Jan 1~~Dec 15	-	-
International Applicants	Dec 15~~Jan 1~~	~~Jan 1~~Dec 15	-	-
International Transfer Applicants	Dec 15~~Jan 1~~	~~Jan 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

Program Profile

Faculty Profile

Peter Hancock, PhD

Read Profile +

Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: College of Sciences/Department of Mathematics

Proposed Effective Term/Year: Fall 2013

Unit(s) Housing Program: Department of Mathematics

Name of program, track and/or certificate: Masters of Science, Industrial Mathematics Track

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

The Industrial Mathematics track in the Mathematical Science MS program prepares graduate students to pursue careers in industry by providing them with high quality professional training in mathematics that is valuable to high-technology industries. This track has three components. There is a component of training in the necessary Mathematics to pursue a career in industrial mathematics. There is a component of professional training to prepare for the environment of the industrial workplace. There is also a required experiential component for this degree.

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)
Joseph Brennan, Joseph.Brennan@ucf.edu, MSB 212, http://math.ucf.edu

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: 12/20/12

☑ Yes ☐ No College Curriculum Committee Chair: _____ Date: 2/6/13

☑ Yes ☐ No College Dean: _____ Date: 2/9/13

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

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

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

Part A – For <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.)

Revision of the program to better fit national criteria for Industrial Mathematics Master's Program and to add experiential and professional training to address needs of industry.

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.**)

Revision of Required courses
Addition of Professional Component
Addition of Experiential Component
Addition of requirements requires increase in credit hours

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

☐ Yes   ☑ No

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

_____

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

Name Change

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

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.)

see attached

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

Current students my elect to participate in the new curriculum but will not be required to adopt this new curriculum.

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

see attached information

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	0		1	0	privately donated funds
Year 2	0		1	0	privately donated funds
Year 3	0		1	0	privately donated funds

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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)

Graduate Faculty Mathematics Dept.

Name	Date of Ph.D. Degree	University
Brennan, Joseph	1984	University of Illinois at Urban-Champaign
Cannon, John	1962	Rice University
Capursi, Maria	2006	University of Delaware, Newark, Delaware
Choudhury, S. Roy	1985	Cornell Unversity
Dutkay, Dorin	2004	University of Iowa
Han, Deguang	1998	Texas A & M University
Katsevch, Alexander	1994	Kansas State University
Kaup, David	1967	University of Maryland
Lee, Junho	2001	Michigan State University
Li, Xin	1989	University of South Florida
Martin, Heath	1993	Louisiana State University
Mikusinski, Piotr	1983	Polish Academy of Sciences, Institute of Mathematics, Warsaw, Poland
Mohapatra, Ram	1968	University of Jabalpur, India
Moore, Brian	2003	University of Surrey, Guildford, UK
Muise, Robert	2003	University of Central Florida
Nashed, Zuhair	1963	University of Michigan at Ann Arbor
Nevai, Andrew	2005	University of California, Los Angeles
Pensky, Mariana	1988	Moscow State University, Russia
Qi, Yuanwei	1990	University of Ofxord
Reid, Michael	2000	Brown University
Richardson, Gary	1969	North Carolina State University
Rollins, David	1986	California Institute of Technology
Schober, Constance	1991	University of Arizona

Shivamoggi, Bhimsen	1978	University of Colorado
Shuai, Zhisheng	2010	University of Alberta, Edmonton, Canada
Song, Zixia	2004	School of Mathematics, Georgia Institute of Technology
Sun, Qiyu	1990	Hangzhou University, Hangzhou, China
Swanon, Jason	2004	University of Washington
Tamasan, Alexandru	2002	University of Washington
Tovbis, Alexander	1985	University of Voronezh, Voronezh, Russia
Vajravelu, Kuppalapalle	1979	Indian Institute of Technology, Kharagpur, India
Yong, Jiongmin	1986	Purdue University
Young, Cynthia	1996	University of Washington
Zhao, Yue	1992	The Ohio State University

Graduate Faculty Scholars

Atanasiu, Dragu	1992	University of Gothenburg, Sweden
Lee, Ji-Hyun	2003	University of North Carolina at Chapel Hill
Muise Robert	2003	University of Central Florida

Electronic Catalog Copy

with tracking changes

TRACK DESCRIPTION

The Industrial Mathematics track in the Mathematical Science MS program prepares graduate students to pursue careers in industry by providing them with high quality professional training in branches of mathematics valuable to high-technology industr~~y~~ies. This track has three components. There is a component of training in the necessary Mathematics to pursue a career in industrial mathematics. There is a component of professional training to prepare for the environment of the industrial workplace. There is also a required experiential component for this degree.~~Graduates of the program will be able to pursue a wide variety of industrial jobs at the local and national levels.~~

~~Research interests of the faculty include applied analysis, differential equations, methods of mathematical physics, nonlinear waves, probability and mathematical statistics, functional analysis, numerical analysis, approximation theory, nonlinear dynamics, fluid mechanics, wave propagation, algebra, number theory, combinatorics and graph theory, inverse problems, special functions and orthogonal polynomials, financial mathematics, and medical imaging.~~

CURRICULUM

Total Credit Hours Required:

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

~~Thesis or nonthesis options are offered within the program. The thesis option consists of 30 credit hours of courses and thesis research while the nonthesis option consists of 30 credit hours of courses and a comprehensive exam. In either option, students will work with an adviser to design a program of study~~. The program consists of 36 credit hours of courses and internship. Students will work with an adviser to design a program of study. A program of study is presented to the program director for approval. If a student has an industrial sponsor, the student's program of study will be developed in consultation with a representative from his sponsoring company. Students are expected to obtain hands-on experience. The capstone requirement for this track is fulfilled by students completing a 3-credit-hour experiential learning requirement.A ~~program of study is presented to either the Graduate Curriculum Committee or the program director for approval. If a student has an industry sponsor, the student's program of study will be developed in consultation with a representative from his sponsoring company. Students are expected to obtain hands-on experience by working at sponsoring companies during summer semesters.~~

~~At least one-half of the program courses must be taken at the 6000 level.~~

Prerequisites

The following courses are required as prerequisites to this track: Calculus with Analytic Geometry I, II, and III; Differential Equations; ~~Elementary~~ Linear and Matrix Algebra (or a

course equivalent); proficiency in a computer language (C or MatLab); Advanced Calculus ~~Numerical Calculus (or a course equivalent);~~ and Statistics.

Required Courses—~~15~~ 24 Credit Hours

Students should take the following courses.—24 Credit Hours

~~Students should take five courses from the following courses.~~

- ~~MAP 6407 Applied Mathematics I (3 credit hours)~~
- MAP 5117 Mathematical Modeling (3 credit hours)
- MAP 6385 Applied Numerical Mathematics (3 credit hours)
- MAP 6111 Mathematical Statistics (3 credit hours)
- MAT 5712 Scientific Computing (3 credit hours)
- ~~MAA 5210 Topics in Advanced Calculus (3 credit hours)~~
- MAS 5145 Advanced Linear Algebra and Matrix Theory (3 credit hours)
- ~~MAA 6405 Complex Variables (3 credit hours)~~
- ~~MAP 5336 Ordinary Differential Equations and Applications (3 credit hours)~~
- MAA 5228 Analysis I (3 credit hours)
- MAP6207 Optimization Theory (3 credit hours)
- MAP6538 Hilbert Spaces with Applications (3 credit hours)

Mathematics Restricted Electives—3 Credit Hours

Students should take one of the following courses.—3 Credit Hours

- MAD 5205 Combinatorics and Graph Theory II (3 credit hours)
- MAP 5336 Ordinary Differential Equations and Applications (3 credit hours)
- MAP 6356 Partial Differential Equations (3 credit Hours)

Professional Development Restricted Electives—6 Credit Hours

Students should take two of the following courses. –6 Credit Hours

- COM 6047 Interpersonal Support in the Workplace (3 credit hours)
- GEB 5516 Technological Entrepreneurship (3 credit hours)
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6116 Business Plan Formation (3 credit hours)
- GEB 6518 Strategic Innovation (3 credit hours)
- MAN 5867 Small Business Consulting (3 credit hours)
- MAN 6245 Organizational Behavior and Development (3 credit hours)

Experiential Requirement—3 Credit Hours

Students will demonstrate experience in the application of mathematics to industrial problems. This demonstration can be accomplished through the satisfactory completion of an industrial internship (MAP 6946), satisfactory performance at an approved workshop in industrial mathematics (MAP 6946), or through passing with the grade of B (3.0) or better MAP 6XXX Mathematical Modeling II. Students are required as part of the experiental requirement to deliver an oral presentation on the experience. Students are very strongly encouraged to fulfill this requirement through an internship experience

Elective Courses—9 Credit Hours

Electives should be chosen in consultation with the graduate program director and the student's adviser. A listing of the Department of Mathematics courses can be found in the Catalog Menu above.

Thesis Option—6 Credit Hours

It is recommended that thesis topics have potential for industrial applications. An oral defense of the thesis will be required.

Nonthesis Option—6 Credit Hours

Nonthesis students will take an additional 6 credit hours of electives. Electives should be chosen in consultation with the graduate program director and the student's adviser. A comprehensive exam is required of nonthesis students.

Comprehensive Exam

The comprehensive examination will be given in the final semester of the student's program of study, based on the program of study. The examination will be on the required courses with the exclusion of Scientific Computing. The examination will be supervised by a committee composed of the adviser and at least two other faculty members from the Department of Mathematics. A pass/fail grade is given on the examination, and the examination may be repeated twice if necessary. The comprehensive examination requirement can be satisfied by passing the PhD qualifying examination at the MS level.

INDEPENDENT LEARNING

In the Mathematical Science MS program, the thesis option provides an independent learning experience through directed research, reading published research papers, and writing and defending the thesis. The nonthesis option requires students to take MAP 6407 Applied Mathematics I, where they apply mathematical principles to independent projects.

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.~~
- A working knowledge of undergraduate calculus, differential equations, linear algebra (or matrix theory), boundary value problems, statistics, computer programming, and maturity in the language of advanced calculus (at the level of MAA 4226).

Students who find they are not adequately prepared in one or more of the required mathematical subject areas can select appropriate courses from the undergraduate curriculum to make up such deficiencies. Such courses, unless specially approved, will not count toward the graduate degree. Applicants not qualified for regular status may be admitted initially to the university in a nondegree-seeking status. Transfer of credits from other programs will be considered on a course-by-course basis.

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

Application Deadlines

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

Industrial Mathematics	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.

Taylor Ellis

Actions
In response to the message from Joseph Brennan, 11/28/2012
To:
 Joseph Brennan
Cc:
 Stephen Goodman
Inbox
Wednesday, November 28, 2012 12:26 PM
Joseph,

See below, it looks like everything is OK.

Taylor

From: Stephen Goodman
Sent: Wednesday, November 28, 2012 12:23 PM
To: Taylor Ellis
Subject: RE: Proposed changes in MS Industrial Mathematics Track

Taylor,

I have no problem with this. These students would not be able to get into MAN 6245 with the current statement of the prerequisites (CBA master's program of study foundation core). If the proposal and CAR I just submitted to Jim Gilkeson goes through (adding "or C.I."), then they will be able to get into that course.

Steve

From: Taylor Ellis
Sent: Wednesday, November 28, 2012 12:13 PM
To: Stephen Goodman
Subject: FW: Proposed changes in MS Industrial Mathematics Track

Steve,

Are you OK with adding these classes to the MS in Industrial Mathematics degree?

Taylor

Harry Weger

Inbox
Wednesday, November 28, 2012 11:46 AM
Hi Joseph,

This looks great to me, there are no objections from the NSC graduate program.

Harry

Harry Weger, Jr., Ph.D.
Associate Professor and
Director of Graduate Studies
Nicholson School of Communication
University of Central Florida
Orlando, FL 32816-1344
407.823.2859

Joseph Brennan

Sent Items
Wednesday, November 28, 2012 11:31 AM
Harry,

Here are the changes that are bring proposed for the MS in Industrial Mathematics.
As these involve addition of communication courses, I am soliciting approval from you with respect to these additions.

As part of the Professional development restricted elective the following communication courses are listed

COM 6046 Interpersonal Communication
COM 6468 Communication and Conflict

•▢▢▢▢▢▢▢

I hope that these are suitable as courses for this purpose.

Joseph Brennan
Professor
Graduate Program Coordinator
Department of Mathematics
University of Central Florida

Joseph Brennan

Sent Items
Wednesday, November 28, 2012 11:18 AM
Taylor,

Here are the changes that are bring proposed for the MS in Industrial Mathematics.
As these involve addition of business courses, I am soliciting approval from you with respect to these additions.

As part of the Professional development restricted elective the following business courses are listed

- GEB 5516 Technological Entrepreneurship (3 credit hours)
- GEB 6115 Entrepreneurship (3 credit hours)
- GEB 6116 Business Plan Formation (3 credit hours)
- GEB 6518 Strategic Innovation (3 credit hours)
- MAN 5867 Small Business Consulting (3 credit hours)
- MAN 6245 Organizational Behavior and Development (3 credit hours)

I hope that these are suitable as courses for this purpose.

Joseph Brennan
Professor
Graduate Program Coordinator
Department of Mathematics
University of Central Florida

National Guidelines for Industrial Mathematics Master of Science Degree

SIAM Guidelines for a Professional Master's Degree

Executive Summary

These guidelines are in response to the growing interest in professional master's degree (MS) programs in applied and industrial mathematics. This interest arises from the demand for more broadly-trained, quantitatively competent professionals and from the success of in-place and emerging programs. The influential 1995 SIAM report, "Mathematics in Industry," (MII) documents a need for graduates who are trained in a combination of mathematics, applications, and computation.

A core curriculum is suggested of scientific computing, numerical linear algebra, statistics, applied analysis, as well as a course from among discrete mathematics, differential equations, or optimization. The core includes a concentration in a field of application and an internship in business, government or industry. A complete master's degree curriculum will include course work or training in presentation and writing skills.

The core curriculum is not intended to be a monolith. Examples of master's programs may be found on the web; a search of http://www.sciencemasters.com/students/ will produce several such lists. Successful master's programs demonstrate the wide spectrum of curricula possible. What they have in common is a suite of courses that includes the essentials of analytical, computational, and stochastic modeling; an intern experience; and provision for the learning of presentation and writing skills. These are the sine qua non of a master's program that offers a realistic preparation for working with engineers, scientists, or managers.

1. **Introduction**

   Two articles on the applied master's degree appeared in the September 1985 issue of *SIAM News*. One article noted that the MS degree is often treated by PhD-granting institutions as a mere way station on the path to a PhD. Unlike such fields as biology, engineering, and psychology, mathematics has not recognized the Master's as a terminal degree [3]. In the second article, it is noted that industry is not hypnotized by the mere presence of a PhD. Thomas Morrisette, with 15 years of industrial experience suggests that, "Most of my employers would regard a PhD as proof that its holder couldn't find, let alone solve, a problem in the 'real world'.[5]" Similar, though more diplomatic, statements can be found in the ground-breaking 1995 SIAM report, "Mathematics in Industry.[2]" This report documents a need for graduates who are trained in a combination of mathematics, applications, and computation, whatever the degree is. The MII report also makes it clear that an applied master's degree is a good match for many positions in business, government, or industry.

   Even prior to 1985, there were programs that produced employable MS-holders in applied mathematics. Clemson, the Claremont Colleges, Rensselaer Polytechnic Institute, and Washington State University all had successful programs, yet they were emulated by few other schools. Instead, universities extended their limited resources by going into expensive PhD programs, although there was no indication that their candidates—most of

whom were innocent of modeling in any form—would find positions.

The first panel discussion on the applied MS degree was held in 1987 [4]. The panel was held under the auspices of the Mathematical Association of America (MAA), but the organizer, moderator, and panelists were all SIAM members. The ring was closed ten years later with a panel discussion at the 1997 SIAM Annual Meeting at Stanford University, A Proposed Curriculum for the Professional MS Degree [6]. This panel marked the first time that the SIAM Education Committee aired a curriculum.

Much of the credit for generating recent interest in this degree is due to the work of Avner Friedman when he was at the University of Minnesota. Although he prefers the adjective "industrial," this term should be understood as shorthand for "business, government, or industry." (Even that is too restrictive, since it excludes many non-profit organizations.) The term, "Professional Master's Degree" was suggested by Friedman in 1991 at a meeting of the Board on Mathematical Sciences [1].

2. **Rationale**

The "Mathematics in Industry" report is perhaps the first official document by any mathematics organization dominated by PhDs that recognizes MS-holders and their contributions [2]. This report is both a symptom and a contributing cause of the increased attention that is being paid to the MS degree by business, government, and industry. It is worth noting that the approximate MS:PhD ratio of employed mathematicians is 9:1.

The goals of the MII report are: 1) to examine the roles of non-academic mathematicians and characterize their working environment; and 2) to use the views of non-academic mathematicians and their managers to suggest changes in the conventional graduate curriculum that will better prepare students for available employment opportunities.

The MII Executive Summary lists the first most important backgrounds or skills for a non-academic mathematician. Following is a list of one-word renditions:

Modeling
Teamwork
Computation
Interdisciplinary
Communications

The MII report urges graduate schools to develop curricula that will impart to their students the five backgrounds and skills listed above. They are features of practically every attempt at curriculum change. It should be noted that the last four can be considered consequences of the first.

Hitherto, no organization has proposed curriculum guidelines for an applied master's degree. The MII report provides the impetus, basic rationale, and many of the concepts for constructing and publishing a set of guidelines for a professional master's degree in

the mathematical sciences. In the publication of such guidelines, SIAM exercised its leadership responsibilities in the area of applied mathematical curricula.

3. **Program Guidelines for a Professional MS Degree**

The foundation of a professional MS degree includes depth in some field of application and breadth of training in applications. Modeling is the common thread that runs throughout the curriculum. An extended experience in an actual problem-solving situation, preferably in a team setting, is essential. Finally, the student must be provided with opportunities to enhance presentation and communication skills.

These are guides (not a straitjacket) for courses, credit hours, and other experiences. The implementation of a program might require modification as determined by the location of the school and the nature of its mathematics department. Curricula can be quite different and yet capture the spirit and essence of these guidelines.

The program has three distinct aspects: course curriculum, internship or work experience, and communication skills.

Course Curriculum

CORE COURSES

Scientific Computing 6 credit hours
Introduction to numerical methods for solving scientific problems, using a modern program language (such as C/C++) and/or using modern tools like MatLab. Includes an introduction to elements of high performance computing and scientific visualization.

Numerical Linear Algebra 3 credit hours
Mathematical and numerical study of direct and iterative methods for solutions of linear systems. Topics include SVD, least squares computations and methods for computations of eigenvalues and eigenvectors.

Statistics 3 credit hours
Applied mathematical statistics and data analysis.

Methods of Applied Analysis 3 credit hours
Functional analysis with applications to applied mathematics. Topics include metric and normed linear spaces, bounded and compact operators, inner product and Hilbert spaces, self-adjoint operators, orthogonal expansions and Fourier analysis.

Optimization 3 credit hours
Linear, unconstrained and constrained optimizations.

One of the following two courses:

Discrete Mathematics 3 credit hours
Graphs, combinatorial optimization, integer programming, discrete algorithms.

Differential Equations 3 credit hours
Introduction to ordinary differential equations from a modern dynamical systems perspective or an introduction to partial differential equations. Focus on modeling and computational method.

Field of Application 9 credit hours
Three courses in which the student gains familiarity with the key concepts of the field and is able to contribute to the solution of problems faced by practitioners in the field. Some examples of suitable fields are biology, bioinformatics, engineering, environmental science, finance, genetics, and management science. An alternative arrangement might consist of two courses combined with three credit hours in an internship in the field of application.

TOTAL: 30 credit hours

Internship or Work Experience

Internships at a business, government, or industrial site involving experience on a project. The project should involve cooperation between the site mentor and the student's faculty advisor. The content, scope and objective(s) should be spelled out in advance. This can be done in the three ways listed below, starting with the most desirable:

1. Full-time experience on a site for at least one month.
2. One day a week on a site for a period of one semester.
3. Summer workshops such as those at the Institute for Mathematics and its Applications (University of Minnesota) and North Carolina State University.

Should none of these three options be available, an extended experience on a campus computer, statistics, or applied mathematics lab might be used as a substitute. One danger is that this could result in a year of similar experiences rather than the progressive build-up expected from a structured, guided project.

Communication Skills

Skills in communication are essential when working with a team, the usual mode for solving complex problems. Thus, writing and presenting are an important part of any master's program in applied mathematics. On-the-job experience is an excellent way to learn and to test these skills. Following are a few examples of some ways to bolster a student's confidence in writing and in making presentations.

- Invite engineers, managers, or scientists from local industry to give talks
- Have students give presentations, with constructive evaluation from peers and faculty

- Invite campus engineers, scientists, or administrators to make presentations
- Invite staff from your communication and personnel departments to give seminars
- Encourage students to give papers at professional meetings.

4. **Some Working Programs**

A list of university programs that satisfy the essentials of the criteria in each of the three categories (Course Curriculum, Internship or Work Experience, and Communication Skills) will be posted on the SIAM Web site in the near future.

The most challenging aspect of designing this degree is the Internship and Work Experience category. It is very difficult to learn how to approach off-campus firms for internship arrangements from reading a pamphlet. Consultants should have had such experiences, as well as fairly intimate knowledge of how to organize and secure funding for clinics or similar on-campus centers for providing students with the equivalent of on-the-job experience.

5. **References**
    0. Board on Mathematical Sciences, National Academy of Science (1991). A Master's Degree in Applied Mathematics, 16 April 1991, Washington, DC.
    1. Davis, P.W., Chair (1995). Report on Mathematics in Industry, SIAM Mathematics in Industry Steering Committee, 34 pages, October 1995.
    2. Fusaro, B. A. (1985). It's Time to Recognize the Value of a Master's Degree in Applied Math, SIAM News, p.6, September 1985.
    3. Mathematical Association of America (1987). What is a Master's Program in the Mathematical Sciences at a Master's Granting University?, Panel Discussion, 22 January 1987, MAA 70th Annual Meeting, San Antonio, TX.
    4. Morrisette. T.M. (1985). Bridging the Gap is Rewarding, *SIAM News*, September 1985.
    5. Society for Industrial and Applied Mathematics (1997). A Proposed Curriculum for the Professional MS Degree, Panel Discussion, 15 July 1997, SIAM 45th Anniversary Meeting, Stanford University, CA.
    6. IMA Workshop, November 1996, Minneapolis, MN

6. **Annotated Source Materials**
- Cochran, J.A. (1987), Master's Degrees: A Current Perspective, SIAM News, May 1987.
- Friedman, A. and Lavery, J. (1993). How to Start an Industrial Mathematics Program in the University, SIAM, Philadelphia, PA.
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  This article describes an extraordinary five-year bachelor's program in applied mathematics. Although far too structured and specialized for most undergraduate

schools, it has many excellent ideas for any institution that is fashioning a curriculum for a professional MS degree.

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7. **Acknowledgements**
   - Terry L. Herdman, SIAM Vice President for Education, 1996-2002
   - Gilbert Strang, SIAM Vice President for Education, 1993-96
   - Samuel M. Rankin III, Associate Director, AMS
   - Richard Haberman, SIAM Education Committee Chair, 1987-90
   - B. A. Fusaro, SIAM Education Committee Chair, 1984-87
   - William G. Kolata, SIAM Technical Director
   - James M. Crowley, SIAM Executive Director
   - SIAM Education Committee Working Group on Professional Master's Programs: Kathryn Brenan (Aerospace Corporation), Steven Cox (Rice University), B. A. Fusaro (Florida State University), Terry Herdman (Virginia Polytechnic Institute and State University), Donald Miller (St. Mary's College, University of Notre Dame), David S. Ross (Eastman Kodak Company).
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UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: **College of Sciences**

Proposed Effective Term/Year: **Fall 2013**

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

Name of program, track and/or certificate: **Masters of Arts in Applied Sociology; nonthesis option**

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

NOTE: This description pertains ONLY to MA, nonthesis option.
The nonthesis option requires that students complete SYA 6657 Program Design and Evaluation and 3 additional hours of SYA6918 Directed Research, SYA6948 Internship or Practicum, SYA6909 Research Report or SYA6908 Directed Independent Studies. Both the Program Design and Evaluation course (SYA 6657) and "directed research or internship" requires community-oriented research projects to develop research skills in sociology.
•SYA 6657 Program Design and Evaluation
•SYA 6918 Directed Research, SYA 6948 Internship or Practicum, SYA 6909 Research Report or SYA 6908 Directed Independent Studies (3 credit hours)

Before students may begin their projects, they must earn a grade of "B" (3.0) or better in each of the five core courses. Students will work directly with a faculty advisor to develop a project and the advisor will supervise the project. A committee composed of three graduate sociology faculty members in the department, one of whom is the advisor, will approve proposals and final products

The grading system for the project is as follows: 1) Pass, 2) Conditional Pass, and 3) Fail. Students who receive a grade of Conditional Pass will be required to complete additional work as determined by the grading committee. Students who fail to pass will be allowed to conduct the project in a subsequent semester

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

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

NA

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

NA

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

Elizabeth Grauerholz, elizabeth.grauerholz@ucf.edu, 34241, Dept of Sociology PH403M,

http://sociology.cos.ucf.edu/

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:

Applies only to nonthesis option of MA program (this is not a separate track)

☐   Inactivation

☐   Temporary Suspension of Admissions. Give Length of Suspension:

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

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

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

Signature Page

RECOMMENDATIONS

☒ Yes	☐ No	Department Chair:		Date: 1/22/13
☒ Yes	☐ No	College Curriculum Committee Chair:		Date: 2/6/13
☒ Yes	☐ No	College Dean:		Date: 2/9/2013
☐ Yes	☐ No	Chair or GSC:		Date:
☐ Yes	☐ No	Dean, College of Graduate Studies:		Date:

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

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

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

> The Sociology MA program's mission is "To provide students with an opportunity to receive advanced education in the areas of community policy and sociological analysis, with the methodological skills and academic scholarship to create a strong basis for professional careers in applied and academic settings." The proposed change will provide more real-world, meaningful experiences and application of sociological theories and skills for those students who seek careers in applied settings.

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.**)

> • No comprehensive exam
> • Required internship, directed research, Research Report or Directed Ind Studies
> • Applied Project required
> • Student would work directly with an advisor

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

☐ Yes   ☑ No

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

_____

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

Name Change

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

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

_____

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

_____

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

_____

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

_____

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

old CIP:

_____

new CIP:

_____

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

Part A · Continued

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

All full-time program faculty, who are approved as full or associate graduate faculty, and who hold terminal degrees in Sociology will participate as advisors or on the committee that evaluates the projects.

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

Current MA nonthesis students will be grandfathered. They will have the option to complete the old program (i.e., take comprehensive exam) or switch to proposed program. Students conducting theses will not be impacted.

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.

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NA
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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)

Nonthesis Option—6 Credit Hours

The nonthesis option requires that students complete SYA 6657 Program Design and Evaluation and 3 additional hours of SYA6918 Directed Research, SYA6946 Internship or Practicum, SYA6909 Research Report or SYA6908 Directed Independent Studies~~elective course work in their area of specialization~~. ~~Both t~~The Program Design and Evaluation course (SYA 6657) and "directed research or internship" course requires community-oriented research projects to develop research skills in sociology.

- SYA 6657 Program Design and Evaluation
- •SYA 6918 Directed Research, SYA 6946 Internship or Practicum, SYA 6909 Research Report or SYA 6908 Directed Independent Studies (3 credit hours)
- ~~Elective (3 credit hours)~~

~~**Comprehensive Examination**~~

~~Nonthesis students must take and pass a final written examination. The examination will be based on the sociology course work contained in the student's program of study, which includes the five courses required for the nonthesis option.~~

Before students may ~~register for the final examination~~begin their projects, they must earn a grade of "B" (3.0) or better in each of the five core courses. Students will work directly with a faculty advisor to develop a project and the advisor will supervise the project. A committee composed of three graduate sociology faculty members in the department, one of whom is the advisor, will approve proposals and final products.

~~The examination will be given once each semester. Students must notify the department's graduate program director in writing of their intent to take the exam at least one month before the date fixed for the examination. A committee composed of at least three graduate sociology faculty members in the department will supervise the nonthesis examination.~~

The grading system for the examination is as follows: 1) Pass, 2) Conditional Pass, and 3) Fail. Students who receive a grade of Conditional Pass will be required to complete additional work as determined by the grading committee. Students who fail to pass will be allowed to conduct the project in a subsequent semester.

~~The grading system for the examination is as follows: 1) Pass with Distinction, 2) Pass, 3) Conditional Pass, and 4) Fail. Students who receive a grade of Conditional Pass will be required to complete additional work as determined by the grading committee. Students who fail to pass the examination must retake it at the next scheduled examination period. Failure to pass the examination on the second attempt will result in dismissal from the program. Students who indicate their intent to take the examination but do not take the exam will be awarded a failing grade. A study guide is available to assist students in preparing for the examination.~~

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

Program Recommendation Form

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

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

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

Proposed Effective Term/Year: **Fall 2013**

Unit(s) Housing Program: **CAH Dean's Office**

Name of program, track and/or certificate: **Texts & Technology Ph.D.**

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

The Texts and Technology PhD program focuses on theory and practice in new media combined with historical grounding in pre-digital media studies. This program prepares students for positions in research, teaching and program development, including web design, multimedia production, distributed education, entertainment, publishing, information architecture and visualization.

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?)
As in current catalog: Fall priority Jan 15; Fall Jan 15

Application requirements: (Please specify if you have different application requirements for the track than for the program? Will you admit directly to the track?)
No change.

Program Director(s) and contact information: (name, email, phone, campus address, program website address)
Rudy McDaniel; rudy@ucf.edu; 407-823-0218; CAH 190 +4=1990; http://www.tandt.cah.ucf.edu/

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: 1/28/2013

☒ Yes ☐ No College Curriculum Committee Chair: _____ Date: 2/8/13

☒ Yes ☐ No College Dean: _____ Date: 2/8/13

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

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

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

Part A – For <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.)

We are proposing three changes to the structure of our T&T program. The first change will require students to take a new course in the design and development of T&T. This course will improve student learning in a variety of ways as detailed in the CAR description for that course. As this knowledge is something that all T&T students should have when they finish their primary coursework, it is being added as a fifth core course. We propose reducing elective credits from 21 to 18 to offset the additional core course. Second, we would like to combine the current elective categories (identified as "restricted electives" and "interdisciplinary electives") into one category (electives) for a total of 18 credits. As the program is now exclusively interdisciplinary, this nomenclature removes confusion for students and promotes better scheduling and opportunity for increased enrollment. Simultaneously, we would like to expand the list of approved electives to reflect current practice. The third change is to explicitly add language that allows students to choose research methods courses that may better align with their plans of study and program goals. This would allow students interested in digital media, for example, to take the digital media research methods course in place of research methods in T&T, or a student interested in digital public history to take their research methods course, currently being planned, in place of research methods in T&T. This is a preliminary step in defining areas of concentration that the T&T curriculum committee will be planning to implement in next year's curriculum revisions (to hopefully begin in Fall 2014).

For Revisions:

Brief listing of Program Changes: (Please indicate the changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.)**

• Add new Required Core course, DIG 6xxx Design & Development for Texts & Technology
• Increase Required Core from 12 to 15 credit hours
• Combine Restricted Electives and Interdisciplinary Electives categories into one Interdisciplinary Electives category
• Reduce elective requirement from 21 to 18 (currently 21 under the two categories combined)
• Expand listing of approved interdisciplinary electives in graduate catalog
• Add language to offer approved substitutions for Research Methods course

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
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:

_____

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.)

[blank box]

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

Current students who have taken ENG 6800 Intro to Texts & Technology have had many of the required design and development elements of the new course and will not be required to take it. They may, however, elect to take the new DIG 6xxx Design & Development for T&T course for elective credit.

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.

> T&T is an interdisciplinary program, and members on the curriculum committee represent English, Writing & Rhetoric, Digital Media, History, and Philosophy. These representatives report that their respective curriculum committees would not oppose these changes.

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.

> All new T&T students will enroll as the course will be required.
> Existing T&T students may take the course as an interdisciplinary elective.

	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					

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.

> T&T is an interdisciplinary program, and members on the curriculum committee represent English, Writing & Rhetoric, Digital Media, History, and Philosophy. These representatives report that their respective curriculum committees would not oppose these changes.

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.

> All new T&T students will enroll as the course will be required
> Existing T&T students may take the course as a restricted elective

	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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

Checklist of items to be provided:

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

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

PROGRAM REVISIONS: MARKED CATALOG EXCERPTS FOR
TEXTS & TECHNOLOGY PH.D. PROGRAM (January 2013)

* * * * * *

CURRICULUM

The Texts and Technology PhD program requires ~~four~~ five core courses (1~~5~~2 credits), ~~four~~ six ~~restricted~~ interdisciplinary elective courses within the Texts and Technology course offerings (18~~12~~ hours), ~~three restricted interdisciplinary electives (9 hours),~~ two courses in the internship and teaching area (6 credits), three credit hours for candidacy examination, and at least 15 credit hours of dissertation work for a total of at least 57 semester hours of credit taken at UCF beyond the master's degree.

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

Students must write a dissertation on their research that will explain and defend a significant original contribution to the field of Texts and Technology. Students choose their dissertation adviser and committee from within the program. Students will submit at least one substantial scholarly article to a national peer-reviewed journal with the approval and assistance of the dissertation chair and the director of the doctoral program.

Required Courses—1~~5~~2 Credit Hours

Core

- ENG 6800 Introduction to Texts and Technology (3 credit hours)
- ENG 6810 Theories of Texts and Technology (3 credit hours)
- ENG 6801 Texts and Technology in History (3 credit hours)
- ENG 6812 Research Methods for Texts and Technology (3 credit hours)*
  *Students may substitute this course with an alternate 6000 level research methods course in another discipline, subject to approval by the program director.
- DIG 6xxx Design & Development for Texts and Technology (3 credit hours)

Interdisciplinary Elective Courses—18~~21~~ Credit Hours

Eighteen hours of advised interdisciplinary electives are required for students in the PhD Program in Texts and Technology. This requirement encourages students to find graduate-level coursework best suited to develop their research agendas and to prepare for their dissertation.

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Restricted Texts and Technology Electives—12 Credit Hours

- DIG 6432 Transmedia Story Creation
- DIG 6647 Science & Technology of Dynamic Media
- ENC 5225 Theory and Practice of Document Usability (3 credit hours)
- ENC 6428 Rhetoric of Digital Literacy (3 credit hours)
- ENC 6XXX Acoustical Texts and Technology (3 credit hours)
- ENC 6426 Visual Texts and Technology (3 credit hours)
- ENC 6740 Topics in Rhetoric and Composition
- ENG 6814 Gender in Texts and Technology (3 credit hours)
- ENG 6811 Cultural Contexts in Texts and Technology (3 credit hours)
- ENC 5225 Theory and Practice of Document Usability (3 credit hours)
- ENC 6XXX Ethics in Texts and Technology (3 credit hours)
- ENG 6939 Topics in Texts and Technology (3 credit hours)
- ENG 6948 Teaching Practicum in Texts and Technology (3 credit hours)
- DIG 5137 Information Architecture

Restricted Interdisciplinary Electives—9 Credit Hours

- Nine hours of advised interdisciplinary electives are required for students in the PhD Program in Texts and Technology. This requirement encourages students to find graduate-level coursework best suited to develop their research agendas and to prepare for their dissertation.

Dissertation—18 Credit Hours

Candidacy Examination—3 Credit Hours

- ENC 7919 Doctoral Research (3 credit hours)

Students are admitted to doctoral candidacy status upon completion of a written examination with three parts—one part based on a reading list reviewed annually by the Texts and Technology faculty and the other two parts based on reading lists prepared by each student and approved by the examination committee. The candidacy examination for each student is written and evaluated by a committee of three UCF graduate faculty chosen by the student; however, at least two members of each candidacy examination committee must be members of the Texts and Technology core faculty. Students must be registered for ENC 7919 during the semester in which they take their candidacy examination and they must find a Texts and Technology core faculty member to serve as the chair of their examination during the semester before taking ENC 7919. Students cannot register for dissertation credit ENC 7980 until the semester after they have successfully completed the candidacy examination. Students who fail the candidacy examination a second time cannot continue in the program.

Admission to Candidacy

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.

Dissertation and Oral Defense—15 Credit Hours

- ENC 7980 Doctoral Dissertation (15 credit hours)

Students choose their dissertation adviser and committee from among the faculty in the Texts and Technology PhD program. They choose the adviser and committee after they have completed approximately 27 credit hours toward the degree or after the first year-and-a-half of course work. All dissertation committee members, including outside readers, must hold a PhD or another relevant terminal degree.

Students must write a dissertation on their research that will explain and defend a significant original contribution to the field of Texts and Technology. It may be of a theoretical, historical or pragmatic nature, but must meet conventional academic standards. The dissertation committee administers the candidate's oral defense of the dissertation, with passing determined by acceptance by a majority of the committee. The dissertation adviser, the dissertation committee and the dean of the college or designee must approve the final dissertation. Format approval is required from the Thesis and Dissertation Office and final approval of degree requirement completion by the College of Graduate Studies (Millican Hall 230).

Students will submit at least one substantial scholarly article to a national peer-reviewed journal with the approval and assistance of the dissertation chair and the director of the doctoral program.

Internship and Practicum—6 Credit Hours

- ENG 6813 Teaching Online in Texts and Technology (3 credit hours)
- ENG 6947 Internship in Texts and Technology (3 credit hours)

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.*

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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 Executive Vice President: _____   **Date:**_____

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

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

Part A – For <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.

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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)**

PROGRAM DESCRIPTION

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

Read More ▼▲

CURRICULUM

The School Psychology EdS degree requires a minimum of 83 credit hours beyond the bachelor's degree, as well as a portfolio, practicum and research report at the completion of study. Please note that 65 credit hours are completed before internship. The research report and internship courses comprise 18 credit hours that are completed during internship.

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

With the exception of SPS 5XXX, SPS 5ZZZ, and SPS 6700, SPS courses are only open to students in the School Psychology Program.

Prerequisites or Co-requisites (DOE Certification)

- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours) or EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)

Required Courses—59 Credit Hours

Core—9 Credit Hours

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

Specialization—50 Credit Hours

- SPS 6601 Introduction to Psychological Services in Schools (3 credit hours)
- SPS 6606 School Consultation Techniques (3 credit hours)
- SPS 6608 Seminar in School Psychology (3 credit hours)
- SPS 6801 Developmental Basis of Diverse Behaviors (3 credit hours)
- SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools (3 credit hours)
- SPS 6703 Child and Adolescent Deviant Behavior and Treatment (3 credit hours)
- SPS 6931 Ethical and Legal Issues in School Psychological Services (3 credit hours)

- MHS 6400 Theories of Counseling and Personality (3 credit hours)
- MHS 6401 Techniques of Counseling (3 credit hours)
- SPS 6191 Individual Psychoeducational Diagnosis I (4 credit hours)
- SPS 6192 Individual Psychoeducational Diagnosis II (4 credit hours)
- SPS 6125 Infant Development Assessment (3 credit hours)
- SPS 6194 Assessment of Special Needs (3 credit hours)
- SPS 6206 Psychoeducational Interventions (3 credit hours)
- ~~SPS 6175 Cultural Diversity and Nonbiased Assessment (3 credit hours)~~
- SPS 6700 Advanced Psychoeducation and Data-Based Decision Making (3 credit hours)

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

  SPS 6703 Child and Adolescent Deviant Behavior and Treatement (3credit hours)

  SPS 6175 Cultural Diversity and Nonbiased Assessment (3 credit hours)

  SPS 5XXX Building Relationship and Emotional Intelligence (3 credit hours)

- SPS 5ZZZ~~XXX~~ Enhancing Individual and Student IQ (3 credit hours)

Research Report—6 Credit Hours

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

Practicum and Internship—18 Credit Hours

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

Additional Program Requirements

- Complete an electronic portfolio that documents reflections on study and learning experiences throughout the program and receive approval by the School Psychology faculty.
- Pass a comprehensive exam.
- Pass the Florida Teacher Certification Examination.

Equipment Fee

Students in the School Psychology EdS program pay a $90 equipment fee each semester that they are enrolled. A materials fee of $45 is charged for each of four assessment courses.

INDEPENDENT LEARNING

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

Application Requirements

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

Applicants will receive priority consideration for admission by attending an Information Session with program faculty. Call (407) 823-2401 for meeting dates or visit the program website at http://schpsy.education.ucf.edu/index.cfm.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A baccalaureate degree in Education, Psychology, or related discipline.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation (one from a faculty member).
- ~~Resumé~~Résumé.
- A one-page goal statement.
- Receive a favorable recommendation for admission by the School Psychology Review Committee.

In accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires: 1) a composite verbal-quantitative GRE score of at least 1000, **or** 2) having previously passed all four parts of the College Level Academic Skills Test (CLAST), **or** 3) passing all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT). Applicants who do not meet this requirement via option 1 (GRE) or 2 (CLAST), must take and pass the FTCE/GKT for admission.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this program will only occur in the fall term. Information concerning specific admissions policies and procedures can be obtained from the program website: http://schpsy.education.ucf.edu/index.cfm. All other questions will be answered during the Information Sessions prospective students are required to attend.

Application Deadlines

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

School Psychology EdS	Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 1	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 1	-	-

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see Funding for Graduate School, which describes the types of

financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

Fellowships

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

Program Profile

Program Stats

[View more stats](#)

Contact Info

Graduate Program

Oliver Edwards PhD

Associate Professor

oliver.edwards@ucf.edu
Telephone: 407-823-2401
Education 115G Map

Graduate Admissions

Admissions Counselor

gradadmissions@ucf.edu
Telephone: 407-823-2766 ext. 253

Millican Hall 230 Map
[Online Application](#)
[Graduate Admissions](#)

Mailing Address

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. 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).

College/Unit(s) Submitting Proposal: Education

Proposed Effective Term/Year: Summer 2013 (2013-2014 Catalog)

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

1) Action: Addition of a graduate certificate: Intervention Specialist

2) Action: New course addition: EEX 6XXX Diagnostic Assessment and Intervention Planning in Exceptional Education

Description of program (this description will be in the graduate catalog):

OVERALL CATALOG DESCRIPTION OF CERTIFICATE: The Intervention Specialist graduate certificate provides advanced coursework for educational leaders to use school-based and classroom instructional data to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. In addition, this certificate will provide an advanced, multi-disciplinary theoretical approach and applied knowledge base to experienced educators. Coursework focuses on knowledge, skills and competencies for working with students within an intervention framework. The Intervention Specialist certificate is multi-disciplinary and includes coursework in exceptional student education, school psychology, reading education, and math education.   The four graduate courses provide an opportunity for students to complete the Intervention Specialist certificate beyond the undergraduate degree. Should a student determine they wish to earn a Master's degree, the courses in the certificate could be applied into one of several Master of Education degree programs in the College of Education.

DELIVERY – The certificate will be delivered: ☐ Face to face   ☐ Fully online   ☒ Mixed-Mode delivery

Admissions deadlines: **Standard deadlines. Refer to the attached catalog copy.**

Application requirements: Refer to the catalog copy below.

Program Director(s) and contact information: (name, email, phone, campus address, program website address): Mary Little, Ph.D., Professor   E-mail: Mary.Little@ucf.edu   Telephone: 407-823-3275;   Office: Orlando Campus ED 315J

☒   **ADDITION OF A GRADUATE CERTIFICATE: Intervention Specialist**

N/A   Inactivation

N/A   Temporary Suspension of Admissions. Give Length of Suspension

Signature Page: Addition of a Graduate Certificate: Intervention Specialist

☐ Yes	☐ No	**Department Chair (CFCS): Dr. Jay R. Hoffman**		**Date:**	
☐ Yes	☐ No	**Department Chair (STLL): Dr. Mike Hynes**		**Date:**	
☐ Yes	☐ No	**Department Chair (EHS): Dr. Mike Robinson**		**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 – Addition of a certificate

Brief Statement of Rationale for proposing the "Intervention Specialist" certificate: The Intervention Specialist certificate will prepare educators to use school-based and classroom instructional data sets by to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. This certificate program was developed and designed by CED faculty and educators representing Central Florida school districts who are members of the Exceptional Student Education Advisory Committee. Faculty from various program areas (Exceptional Student Education, Reading, Mathematics, and School Psychology) across the College of Education included courses to develop the Intervention Specialist certificate.

Coursework in the certificate program will provide an advanced, multi-disciplinary theoretical and applied knowledge base to experienced educators. Courses and content will meet the most current educational policy mandates regarding service delivery for students with disabilities as well as competencies of the newly-adopted "Intervention Specialist" standards of the Council for Exceptional Children professional organization.

Adding the Intervention Specialist graduate certificate will not adversely affect the faculty. Three of the four (3/4) courses are offered on a regular basis. Currently, this certificate proposal collaboratively enhances four graduate methods courses among four curriculum areas.

The Intervention Specialist certificate will positively affect students by providing them with the opportunity to develop advanced diagnostic assessment skills to target appropriate educational interventions in reading and mathematics within the revised context of educational policies within Florida and nationally. The four graduate courses provide an opportunity for students to complete the Intervention Specialist certificate beyond the undergraduate degree. Educators may elect to complete the Intervention Specialist certificate for professional development, which could then lead to interest in earning a graduate degree at UCF.

Course Descriptions:

EEX 6XXX. Diagnostic Assessment and Intervention Planning in Exceptional Education (Proposed New Course)
3(3,0). PR: Admission to UCF/CED or C.I. This course develops advanced instructional and intervention planning and decision-making knowledge and skills using school and classroom-based instructional data in reading and mathematics. Summer. ED-Child, Family & Comm Sci

MAE 6517. Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
3(3,0). PR: Basic Teacher Certificate or C.I. The study of techniques for diagnosis and remediation of difficulties in mathematics. Odd Summer. ED-Teach, Learn & Leadership

RED 5517. Classroom Diagnosis and Development of Reading Proficiencies
3(3,1). PR: RED 5147 or equivalent. Classroom diagnosis and corrective teaching in reading; instructional materials. Case study required. Even Fall, Spring. ED-Teach, Learn & Leadership

SPS 6700. Advanced Psychoeducation and Data-Based Decision Making
3(3,0). PR: Graduate standing and C.I. Principles of advanced psychoeducation for teaching, response to intervention, and data-based decision making in schools. Fall. ED-Educational & Human Sci

Will students be moved from an existing program, track, or certificate into this new certificate? ☐ No   N/A

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

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

If yes, provide the new name of the program: N/A

Provide the name of the current program: N/A

If yes, provide the new name of the track: N/A

Provide the name of the current track: N/A

When will the name changes become effective? N/A

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: N/A

old CIP: N/A

New CIP:

Specify the faculty who will teach in the certificate and their credentials: (List faculty and a brief paragraph of their credentials.)

Dr. Mary Little, Professor; Exceptional Education. Currently serves as the Coordinator of ESE Graduate Programs. She received her graduate and undergraduate degrees in Special Education and Curriculum and Instruction from the State University College at Buffalo and her doctorate in Special Education from the University of Kansas. Her professional experiences in the K-12 schools include roles as a secondary teacher, co-teacher, program coordinator and principal. Her interests include evidence-based instructional practices, interventions, teacher efficacy, and student learning related to teacher learning. She teaches courses at the graduate and undergraduate levels using traditional and on-line formats, specifically in mathematics, assessment, instruction, action research, and program evaluation. In addition, she has received in excess of $15 million in external funding for research and development from federal, state, and private funding agencies including the Institute for Educational Sciences (IES) and the Office of Special Education Programs (OSEP). Currently, she serves as the Principal Investigator for *Building Bridges in Teacher Education,* a federally-funded research and development project through OSEP. The purpose of this project is to research, develop, and enhance the existing graduate programs at UCF to ensure highly-qualified special education teachers in the content areas of mathematics and science to improve learning outcomes for secondary students, especially within diverse, urban schools.

Dr. Lisa Dieker Professor in Exceptional Education and Lockheed Martin Eminent Scholar at the University of Central Florida. She coordinates the doctoral program in special education and is Director of the Lockheed Martin Mathematics and Science Academy. She received her undergraduate and master's degree from Eastern Illinois University and her Ph.D. from the University of Illinois. Her primary area of research focuses on collaboration between general and special education at the secondary level with a specific interest in the unique opportunities that exist in urban schools. She also has a passion for how technology and specifically virtual classrooms can be used to impact teacher preparation. She currently serves on numerous editorial review boards and is the Associate Editor for *Teaching Exceptional Children, Journal of Psychological and Education Consultation and* past co-editor of the *Journal of International Special Needs Education.* She has been awarded the Council for Exceptional Children: Children Advocacy Network Advocate of the Year Award, the UCF Graduate Student Mentor of the Year Award and Eastern Illinois University Outstanding Alumni of the Year Award. She has published numerous articles on reflective thinking, teacher assistance teams, co-teaching, virtual environments and secondary inclusion.

Dr. Martha Lue Stewart is a Professor in Exceptional Education and the Program Coordinator for the Graduate Certificate Program in Urban Education. She has worked in the field of exceptional student education and urban and multicultural education for more than 35 years, ranging from serving as a Speech-Language Pathologist, a teacher of students with special needs, to her current position as a Professor at UCF. Dr. Stewart has received college and university awards in the areas of teaching, research, and service. Her research interest focuses on emphasis in domestic diversity, with heightened interests in racially, culturally, linguistically, and ethnically diverse learners and exceptional learners. Specific research strands include: students considered "at risk" for academic failure; underrepresentation of persons of color in teacher education;

recruitment, retention, and induction of students of color into teacher education; efficacy of support systems on retention of postsecondary education students of color; and developing partnerships and support systems with urban schools in an effort to retain qualified teachers in those settings.

Dr. Matthew Marino is an Associate Professor in Exceptional Education. His research, which has been supported in part by 1.5 million dollars in federal grants from the Institute of Education Sciences, the Office of Special Education Programs, and the National Science Foundation, focuses on the design and implementation of technology-enhanced STEM curricular materials. He is currently examining how the Universal Design for Learning framework can be included in videogames, iPad apps, and online courses. Dr. Marino was a member of the design team for the national award-winning videogame "You Make Me Sick!" and award winning technology-enhanced science curriculum "Alien Rescue". He is on the editorial review board for a number of special education and science education journals. Dr. Marino is a technical reviewer for the National Science Foundation and a member of the leadership team for the Universal Design for Learning Implementation and Research Network, an international organization dedicated to increasing the accessibility of curricular materials for individuals with disabilities and other traditionally marginalized groups.

Dr. Suzanne Martin, Professor; Exceptional Education. Dr. Martin holds a Ph. D. in Special Education Administration. Dr. Martin has over 30 years of teaching experience at the school and higher education levels. She has been a teacher educator at four different universities and has had responsibilities including instruction, curriculum planning, research, program and personnel assessment, accreditation, department chair in Exceptional Education, liaison with families, communities and businesses, sponsor of student professional groups, and wide ranging participation in local, state, national and international professional organizations. She was with the Office of Special Education Programs (OSEP) for four years including service as Acting Branch Chief of the Leadership Personnel Branch of the Department of Personnel Preparation. She has authored many scholarly works and has completed co-editorship of a book on women in leadership roles in special education. She also serves as a Past President of the CEC and previously was President of the Teacher Education Division of CEC. She recently was awarded the Teacher of Excellence Award, Teacher Education Division and Pearson Publishing and Development, April 2009.

Dr. María E. Reyes-MacPherson: Assistant Professor; Exceptional Education. Holds a Doctor of Philosophy Degree in Special Education with emphasis in Multilingual-Multicultural Education from the University of Florida. Dr. Reyes has professionally committed to serve the culturally diverse community in exceptional education and their families. Her interest on this population is evident in her professional publications and research projects. Dr. Reyes was a Co-PI for the Nuestros Ninos/Our Children Project, an OSERS research grant studying the quality of early childhood services for Latino children. She was also the principal investigator on a student-initiated grant to compare the needs and sources of support of Latino mothers of young children with disabilities residing in Florida and Puerto Rico. One current contribution to this population is her work with Latino parents of children with behavioral issues. She is fluent in both English and Spanish and her cultural background, academic preparation, and research interests provide her with a solid set of skills and competencies as an educator and researcher.

Dr. Eleazar Vasquez; Assistant Professor. Dr Vasquez's research focuses on the use of behavior analysis and technology to enhance educational outcomes for preservice teachers, teachers, parents, and students. He is a licensed behavior analyst and director of the Clinic for Academic and Behavioral Interventions (CABI) hosted by the Toni Jennings Exceptional Education Institute.

Dr. Karri Williams-Fjeldhe: Associate Professor; Reading. Teaches reading, language arts, and children's literature courses for elementary education undergraduate and graduate programs. She is Reading Education Coordinator; she is also the Elementary Education Coordinator for UCF-Cocoa Campus. She has conducted numerous inservices for area schools and presented at state, regional, and national conferences. Topics of presentation often include: teaching writing, developing reading comprehension, and integrating phonics instruction within a literature-based classroom. She has published several articles and a book chapter. Dr. Williams is a member of the International Reading Association, National Council of Teachers of English, and Florida Reading Association; she is currently the Brevard Campus advisor for the student chapter of Association of Childhood Education International, and, in the past, she served as a liaison to the Board of Directors for Florida Reading Association and as president of Brevard Reading Council. Prior to coming to UCF, she taught in grades 5-12 and community college. She earned her Ph.D. in Reading (minor in Linguistics) from University of Arizona, Master of Education in Secondary Education (Reading Emphasis) from Mississippi State University, and B.S. in English Education from

Delta State University.

Oliver W. Edwards, Ph.D., NCSP, is a tenured associate professor of School Psychology. He teaches courses in applied behavioral analysis and psychopathology assessment.
Ed.D. in Educational Administration from Florida International University. In addition, he earned his Ph.D. in School Psychology at the University of Florida. During his doctoral education, he was a McKnight Doctoral Fellow.
practiced as a School Psychologist with the School Board of Broward County, Florida for several years. He later became an administrator with the district, supervising roughly 65 School Psychologists and School Social Workers in their work with 65 schools and some 75,000 students.   Edwards' early research addressed theories of intelligence testing of racial/ethnic minorities and the psychosocial development of children raised by grandparents. Currently, he is researching social support networks as well as health disparities and their impact on ethnic minority school children.

Regina "Gina" Harwood Gresham, Ph.D. is an Associate Professor in Mathematics Education, Educational Psychologist, and Behavioral Specialist at the University of Central Florida in Orlando. She is a member of the Academy Research Faculty at the university and teaches mathematics courses at both the undergraduate and graduate level in the School of Teaching, Learning, and Leadership. Dr. Gresham is a national mathematics consultant and is actively involved in presenting professional development workshops working with over 300 schools to improve mathematics achievement and implement RTI in the mathematics classrooms across the U.S. She is also a National Trainer/Speaker on RTI in Mathematics and is featured in a national video on RTI in Mathematics with the Bureau of Education and Research. In addition, Dr. Gresham has published numerous international/national research articles and authored/co-authored 6 books including RTI in Mathematics: Practical Tools for K-8 Teachers (Pearson Publishing), Teaching Middle School Mathematics (Lawrence Erlbaum Associates), TAG Middle Math Is It!, TAG for Grades 3-5, and Response to Intervention in Elementary School. She is former Alabama public school teacher having taught learners in high at-risk urban settings. Dr. Gresham's current research, writing, and professional development topics of interest include response to intervention in the mathematics classrooms, the psychology of mathematics particularly mathematics anxiety, teacher self-efficacy, and learning styles. She has received her universities Scholarship in Teaching and Learning Award, Teacher Incentive Program Award, Excellence in Undergraduate Teaching Award (two), Teacher Recognition and Appreciation Award, and the Christa McAuliffe Teaching Award-Lockheed Martin/UCF K-8 Program Award. She has an undergraduate degree in education from Jacksonville State University. She earned her Master's in Education, Educational Specialist, and Ph.D. with special emphasis in Education, Educational Psychology, Cognition and Instruction, and Neuro-physiology/Neuro-psychology from the University of Alabama in Tuscaloosa. Dr. Gresham was also a Graduate Fellow at the University of Alabama.

Impact of changes on students: The Intervention Specialist certificate will positively affect students by providing them with the opportunity to develop advance diagnostic assessment skills to target appropriate educational interventions in reading and mathematics within the revised context of educational policies within Florida and nationally.

Written agreement (email is fine) from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate. Please attach the correspondence and also list the units here. **Please see the attached e-mail communications of support and approval regarding the addition of the certificate and use of the interdisciplinary courses being included in the Intervention.**

Statement of who is likely to enroll and why. Is licensure or certification dependent upon this education? Students likely to enroll in this program are individuals interested in careers as instructional coaches, school and district Interventionist Specialists, Response to Intervention (RtI)/MTSS Facilitators, and Teachers on Assignment (TOA). Currently, neither licensure nor certification is dependent upon this education, as it is an advanced preparation as a certificate offering within

various Master of Education degrees in the College of Education.

Complete the following table. Student Credit Hours (SCH) calculated by multiplying course credits by the number of enrolled students. For example, if 10 students completed all four 3 credit hour courses within an academic year it would be calculated as follows: 10 students X 4 courses @ 3 credit hours each = 10 X 3 X 4 = 120.

	Year 1	Year 2	Year 3
Headcount	10	20	40
SCHs	120	240	480

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?): Classroom Teachers, Academic instructional coaches, school and district Interventionist Specialists, Response to Intervention (RtI)/MTSS Facilitators, and Teachers on Assignment (TOA). Educators may also wish to use the courses/certificate to fulfill continuing education requirements for certifications or licensure.

If an addition or substantial REVISIONS to existing tracks or certificates, please complete the following table on financial support:

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

Checklist of items to be provided:

✠ **Attached is the graduate catalog copy of the new certificate in "Intervention Specialist".**

✠ **Attached is the Course Action Request and Special Topics forms and syllabus that will be necessary to implement the changes.**

✠ **Attached are the e-mails showing consultation with other units.**

✠ **The Intervention Specialist Certificate will be housed in the Department of Child, Family and Community Sciences. However, courses in the certificate are related to: Exceptional Student Education; Math Education, Reading Education, School Psychology.**

Terms to provide additional links for prospective students to search in the online graduate catalog: intervention; reading; mathematics; exceptional student education; special education; response to intervention; RtI; Multi-tiered system of Supports (MTSS)

MEMORANDUM

TO: **CED Graduate Curriculum and Standards Committee (GCSC)**

FROM: **Dr. Jay Hoffman, Chair / Dr. Mary Little, ESE Graduate Program Coordinator**

              Department of Child, Family and Community Sciences (CFCS)

RE: **Proposal to the Graduate Curriculum and Standards Committee to add a Graduate Certificate Program: *Intervention Specialist***

Date: **January 16, 2013**

Overview / Rationale

Rationale for proposing the "Intervention Specialist" certificate: The Intervention Specialist certificate will prepare educators to use school-based and classroom instructional data sets by to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. This certificate program was developed and designed by CED faculty and educators representing Central Florida school districts who are members of the Exceptional Student Education Advisory Committee. Faculty from various program areas (Exceptional Student Education, Reading, Mathematics, and School Psychology) across the College of Education included courses to develop the Intervention Specialist certificate.

Coursework in the certificate program will provide an advanced, multi-disciplinary theoretical and applied knowledge base to experienced educators. Courses and content will meet the most current educational policy mandates regarding service delivery for students with disabilities as well as competencies of the newly-adopted "Intervention Specialist" standards of the Council for Exceptional Children professional organization.

Adding the Intervention Specialist graduate certificate will not adversely affect the faculty. Three of the four (3/4) courses are already offered on a regular basis. Currently, this certificate proposal collaboratively enhances four graduate methods courses among four curriculum areas.

The Intervention Specialist certificate will positively affect students by providing them with the opportunity to develop advanced diagnostic assessment skills to target appropriate educational interventions in reading and mathematics within the revised context of educational policies within Florida and nationally. The four graduate courses provide an opportunity for students to complete the Intervention Specialist certificate beyond the undergraduate degree. Educators may elect to complete the Intervention Specialist certificate for professional development, which could then lead to interest in earning a graduate degree at UCF.

Intervention Specialist Certificate (Catalog Copy)
CERTIFICATE PROGRAM DESCRIPTION

The Intervention Specialist graduate certificate provides advanced coursework for educational leaders to use school-based and classroom instructional data to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. In addition, this certificate will provide an advanced, multi-disciplinary theoretical approach and applied knowledge base to experienced educators. Coursework focuses on knowledge, skills and competencies for working with students within an intervention framework. The Intervention Specialist certificate is multi-disciplinary and includes coursework in exceptional student

education, school psychology, reading education, and math education.   The four graduate courses provide an opportunity for students to complete the Intervention Specialist certificate beyond the undergraduate degree. Should a student determine they wish to earn a Master's degree, the courses in the certificate could be applied into one of several Master of Education degree programs in the College of Education.

Required Courses—12 Credit Hours

CURRICULUM

Total Credit Hours Required:

12 Credit Hours Minimum beyond the Bachelor's Degree

REQUIRED COURSES—12 CREDIT HOURS

- EEX 6XXX   Diagnostic Assessment and Intervention Planning in Exceptional Education
- MAE 6517   Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
    (3 credit hours)
- RED 5517   Classroom Diagnosis and Development of Reading Proficiencies (3 credit hours)
- SPS 6700   Advanced Psychoeducation and Data-based Decision-Making (3 credit hours)

APPLICATION REQUIREMENTS

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline. In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Résumé / vita reflecting relevant experience.

APPLICATION DEADLINES

Intervention Specialist Certificate	Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Dec 1	Apr 15
International Applicants	-	-	-	-
International Transfer Applicants	-	-	-	-

Gina Gresham <Regina.Gresham@ucf.edu>
RE: Proposed Certificate "Intervention Specialist"
January 15, 2013 2:41 PM

Mary,
I am emailing to offer my support and interest in the "Intervention Specialist" certification. I think this is an exciting opportunity for UCF to deliver to those in the field a certification area that is most needed. The mathematics course that can be utilized towards certification would be MAE 6517-- Diagnosis/Remediation of Difficulties in Mathematics for Classroom Teachers. This course would work very beautifully within the Intervention Specialist certification as indicative of the title we address and recognize the diagnosis and remediation of student difficulties in mathematics. Response to Intervention fits perfectly within the scope of the objectives and sequencing of the course.
Many thanks!
Gina

From: Mary Little
Sent: Tuesday, January 15, 2013 9:31 AM
To: Karri Williams-Fjeldhe; Gina Gresham; Oliver Edwards
Cc: Roanne Brice; Eleazar Vasquez
Subject: Proposed Certificate "Intervention Specialist"

Dear Colleagues,

Thanks for your support and suggestions as we develop our "Intervention Specialist" certificate proposal. We are receiving much interest and support for this proposal, both within our College and within the school districts (e.g., I met with some administrators from OCPS on Friday, and the development of this certificate was their first question!!!)

So, Action items:
-Attached, please some DRAFT sections to the Program Action Request Form. Please review and provide any feedback to Roanne Brice and me by Wednesday;
-Please finalize the course re: interventions and assessment that you believe should be included. If the course is currently available, please email along the syllabus you want included with the proposal; and
-Please email your support for this certificate proposal. The form reads, "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 here."

Thanks so very much. Again, I apologize for the timeframe. Please email along in a day or two.
SINCERE THANKS!
Mary

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.*

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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)

_____

_____

_____

VP09 Rev. 3/12/2012

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 Executive Vice President: _____ Date:_____

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

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

University Analysis and Planning Support; College of Graduate Studies

Part A – For <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 require-ments, 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.)

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

┌───┐
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│   │
└───┘

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)**

Elementary Education MA

PROGRAM DESCRIPTION

The Master of Arts in Elementary Education (Grades K-6) ESOL Endorsement/Reading Endorsement program is a state-approved initial teacher certification program designed for individuals who have an undergraduate degree in a field other than Elementary Education (grades K-6) and who wish to become certified to teach in this field.

Read More ▼▲

CURRICULUM

The Elementary Education MA requires a minimum of 48 credit hours beyond the bachelor's degree. If the MA program will be providing a student's initial certification, 80 clock hours of field experience must be completed before enrolling in the supervised internship.

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

The program requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the pre-professional level of performance for all of the Florida Educator Accomplished Practices. Multiple artifacts and reflective analyses are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of assessing the professional development of students as reflective practitioners. The program also requires an internship.

Students should plan to enroll in EDE 6933 during the first semester (or fall semester if summer is first semester in program). Students should also plan to enroll in TSL 5085 early in the program to learn about infused English Speakers of Other Languages (ESOL) requirements including preparation of the TESOL notebook.

Co-requisite

Undergraduate courses are not counted in the 48 credit hours of graduate courses that are required for the degree.

- EEX 4070 Teaching Exceptional Students (3 credit hours)

- EDE 4223 Integrating the Arts and Movement in Elementary School (3 credit hours)

Required Courses—48 Credit Hours

Core—18 Credit Hours

- EDE 6933 Introductory Seminar in Elementary Education (1 credit hour)
- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment (3 credit hours)
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)
- EDE 6935 Capstone Seminar in Elementary Education (2 credit hours) (Capstone Seminar should be taken in the final semester during Graduate Internship.)

Specialization—24 Credit Hours

Note: EDE 6933 is a prerequisite or co-requisite for the specialization courses below.

- LAE 5319 Methods of Elementary School Language Arts (3 credit hours)
- LAE 5415 Children's Literature in Elementary Education (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours)
- SCE 6315 Methods in Elementary School Science (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- RED 5517 Classroom Diagnosis and Development of Reading Proficiencies (Prerequisite: RED 5147) (3 credit hours)
- RED 5948 Practicum in Reading Assessment and Instruction (Prerequisite: RED 5517) (3 credit hours)
- SSE 6115 Methods in Elementary School Social Science (3 credit hours)

Internship—6 Credit Hours

Satisfactory completion of graduate internship requires the student to demonstrate proficiency in all 12 Florida Educator Accomplished Practices at the pre-professional level in accordance with State Board of Education Rule 6A-5.065.

- EDE 6946 Graduate Internship (6 credit hours)

Additional Program Requirements

- Complete a portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in all Florida Educator Accomplished Practices.
- Complete a TESOL notebook to address Florida ESOL competencies.
- Pass all applicable sections of the Florida Teacher Certification Examination.

INDEPENDENT LEARNING

A portfolio is required that demonstrates professional growth, reflection, and proficiency in all Florida Educator Accomplished Practices. An internship is also required that demonstrates proficiency in all Florida Educator Accomplished Practices.

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.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires one of the following: 1) a composite verbal-quantitative GRE score of at least 1000, **or** 2) having previously passed all four parts of the College Level Academic Skills Test (CLAST), **or** 3) passing all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT). Applicants who do not meet this requirement via option 1 (GRE) or 2 (CLAST), must take and pass the FTCE/GKT for admission. (Please note that FTCE/GKT is a graduation requirement for students who did not take and pass CLAST prior to July 2002; therefore, applicants who have not already taken GRE or CLAST should take and pass the General Knowledge Test (GKT) subtest of Florida Teacher Certification Exam.)

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 Executive Vice President: _____ Date:_____

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

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

Part A – For <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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[                                                                    ]
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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 requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**)

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[                                                                    ]
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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.)

```



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

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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)**

Elementary Education MEd

PROGRAM DESCRIPTION

The Master of Education in Elementary Education program is designed to meet the needs of the classroom teacher whose career goal is to remain in the classroom. It provides experiences in the foundations of education, an update of the student's skills and understanding related to current research and instructional trends in basic subject matter areas, and elective choices in specific areas.

Read More ▼▲

CURRICULUM

The MED in Elementary Education requires a minimum of 30 credit hours beyond the bachelor's degree and offers a thesis and nonthesis option. Both options require 9 credit hours of core courses and a minimum of 12 credit hours of elective specialization courses, in addition to the 9 credit hours required in the thesis or nonthesis options.

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

The MED program offers a thesis and nonthesis option. The nonthesis option requires a research study in one or more courses. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the education profession in order to help students acquire knowledge and skills pertaining to research based best practices in that specialization area.

Students should plan to take EDE 6933 Introductory Seminar in Elementary Education during the first semester of enrollment (or fall semester if summer is first semester of enrollment). Students should take EDE 6935, which includes a program culminating experience, during the final semester in the program.

Required Courses—9 Credit Hours

- EDE 6933 Introductory Seminar in Elementary Education* (1 credit hour)
- EDE 6935 Capstone Seminar in Elementary Education* (2 credit hours)
- EDF 6233 ~~Analysis of Classroom Teaching~~ Introduction to Action Research and Analysis of Classroom Practice (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators (3 credit hours) or EME 6405 Application Software for Educational Settings (3 credit hours)

Note: Courses with an asterisk (*) require an independent learning experience in the form of research studies.

Elective Courses—12 Credit Hours

~~Choose at least 12 credit hours from the following specialization courses with the approval of your adviser. The adviser may approve courses taken as part of a UCF certificate program for this area of the MEd (up to 12 credit hours).~~

Choose from one of the following specializations: General Elementary Education, Exceptional Education, Early Childhood Education, Gifted Education, or K-8 Mathematics and Science at least 12 credit hours from the following specialization courses with the approval of your adviser. The adviser may approve courses taken as part of a UCF certificate program for this area of the MEd (up to 12 credit hours).

General Elementary Education Specialization

- LAE 5295 Writing Workshop I (1-3 credit hours)
- LAE 5319 Methods in Elementary School Language Arts (3 credit hours) (Use this course if no previous language arts methods course.)
- LAE 5415 Children's Literature Elementary Education (3 credit hours). (Use the course above only if no previous children's literature course has been taken.)
- LAE 5495 Assessing Writing (3 credit hours)
- LAE 6296 Writing Workshop II (3 credit hours)
- LAE 6417 Investigations in Children's Literature (3 credit hours)
- LAE 6616 Trends in Language Arts Education (3 credit hours)
- LAE 6936 Seminar in Language Arts Education (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours) (Use this course if no previous mathematics methods course.)
- MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher (3 credit hours)
- MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)
- RED 5517 Classroom Diagnosis and Development of Reading Proficiencies (3 credit hours) (Use this course if no previous reading diagnosis course.)
- RED 6116 Advanced Study in Foundations of Reading (3 credit hours)
- ISC 6146 Environmental Education for Educators (3 credit hours)
- SSE 6617 Trends in Elementary School Social Studies Education (3 credit hours)
- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- TSL 6142 Critical Approaches to ESOL (3 credit hours)
- TSL 6440 Problems in Evaluation in ESOL (3 credit hours)

Exceptional Education Specialization

- EEX 5051: Exceptional Children in the Schools (3 hrs)
- EEX 6061 Instructional Strategies Pre-K-6 (3 credit hours)
- EEX 6065 Programming for Students with Disabilities at the Secondary Level (3 credit hours)
- EEX 6107 Teaching Spoken and Written Language (3 credit hours)

- EEX 6295 Assessment and Curriculum Prescriptions for the Exceptional Population (3 credit hours)
- EEX 6612 Methods of Behavioral Management (3 credit hours)

Early Childhood Education Specialization

- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)
- EEC 6269 Play Development, Intervention, and Assessment (3 credit hours)
- EEC 6405 Home-School-Community Interaction in Early Childhood Education (3 credit hours)
- EEC 6406 Guiding and Facilitating Social Competence (3 credit hours)
- EEC 6606 Global Issues in Early Childhood (3 credit hours)
- EEC 6216 Communicative Arts in Early Childhood (3 credit hours)

Gifted Education specialization

- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EGI 6245 Program Planning and Methodology for Gifted/Talented Students (3 credit hours)
- EGI 6246 Education of Special Populations of Gifted Students (3 credit hours)
- EGI 6417 Counseling and Guidance Strategies for Teachers of Gifted and Talented Individuals (3 credit hours)
- EGI 6305 Theory and Development of Creativity (3 credit hours)

Mathematics and/or Science Specialization

- SCE 5836 Space and Physical Science for Educators (3 credit hours)
- MAE 6899 Seminar in Teaching Mathematics (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours)
- MAE 6899 Seminar in Teaching Mathematics (3 credit hours)
- MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for Classroom Teachers (3 credit hours)
- MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)
- IDS 6937 Teaching Mathematics and Science Using Reform-based Practices (3 credit hours)

Select from the following courses.

- LAE 5295 Writing Workshop I (1-3 credit hours)
- LAE 5415 Children's Literature Elementary Education (3 credit hours). (Use the course above only if no previous children's literature course has been taken.)
- LAE 5495 Assessing Writing (3 credit hours)
- LAE 6296 Writing Workshop II (3 credit hours)
- LAE 6417 Investigations in Children's Literature (3 credit hours)
- LAE 6616 Trends in Language Arts Education (3 credit hours)
- LAE 6936 Seminar in Language Arts Education (3 credit hours)

- MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher (3 credit hours)
- MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)
- RED 6116 Advanced Study in Foundations of Reading (3 credit hours)
- SCE 5836 Space Science for Educators (3 credit hours)
- ISC 6146 Environmental Education for Educators (3 credit hours)
- SSE 6617 Trends in Elementary School Social Studies Education (3 credit hours)
- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- TSL 6142 Critical Approaches to ESOL (3 credit hours)
- TSL 6440 Problems in Evaluation in ESOL (3 credit hours)
- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)
- EEC 5206 Organization of Instruction in Early Childhood Education (3 credit hours)

Thesis Option—9 Credit Hours

Either LAE 6792 or EDF 6481 must be taken in addition to completing a thesis. There is no comprehensive exam required in this option.

- EDE 6971 Thesis (6 credit hours)
- LAE 6792 Teacher Researcher (3 credit hours) OR
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)

Nonthesis Option—9 Credit Hours

Either EDF 6432 or EDF 6446 must be taken in addition to 6 credit hours of electives. A comprehensive exam is required in this option.

- EDF 6432 Measurement and Evaluation in Education (3 credit hours) OR
- EDF 6446 Assessment of Learning (3 credit hours)
- Electives (9 6 credit hours) selected with the permission of the adviser

INDEPENDENT LEARNING

The program requires a research study in both the EDE 6933 and EDE 6935 courses. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the education profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

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 current Florida Professional Teaching Certificate in the program's subject area or have completed all requirements for that Professional Teaching Certificate. Applicants who have graduated from an accredited university or college teacher certification program in another state or country, in the appropriate subject and/or grade range, may also be admitted to the MEd program at the discretion of the program director.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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.*

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│                                                                           │
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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 Executive Vice President: _____ Date:_____

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

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

University Analysis and Planning Support; College of Graduate Studies

Part A – For <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 require-ments, 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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014

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)**

K-8 Mathematics and Science Education Certificate

ROGRAM DESCRIPTION

The Graduate Certificate in K-8 Mathematics and Science Education is designed for teachers to improve the quality of their teaching and learning in Mathematics and Sciences for grades K-8.
Read More ▼▲

CURRICULUM

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

Required Courses—12 Credit Hours

- SCE 5836 Space and Physical Science for Educators (3 credit hours)
- MAE 6899 Seminar in Teaching Mathematics (3 credit hours)
- MAE 6318 Current Methods in Elementary School Mathematics (3 credit hours) or MAE 6337 Teaching Algebra in Secondary Schools (3 credit hours)
- IDS 6937 Teaching Mathematics and Science Using Reform-based Practices (3 credit hours)

Application Requirements

Admission is open to those preferably with three years of experience teaching mathematics and/or science in one of the grades K-8. 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.

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: Rosen College of Hospitality Management

Proposed Effective Term/Year: Fall 2013

Unit(s) Housing Program: Hospitality Services Department

Name of program, track and/or certificate: Hospitality Management Certificate - International Cohort

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

> The UCF Rosen College offers an intensive six-month graduate certificate program in hospitality management for international students who have earned bachelor's degrees in the fields of Hospitality or Business.

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)
Paul Rompf; paul.rompf@ucf.edu; 407.903.8027; 9907 Universal Blvd, Orlando, FL, Room 270; www.ce.ucf.edu/hospitalitycertificate

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:

Indefinite - Our current graduate internship partner (WDW) is no longer able to fully support the internship component

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: 11/2/2012

☑ Yes ☐ No College Curriculum Committee Chair: _____ Date: 11/9/2012

☑ Yes ☐ No College Dean: _____ Date: 1/27/2012

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

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

APPROVAL

Provost and Executive Vice President: _____ Date: _____

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

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

Part A – For <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.)

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

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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:

Fall 2012 13; - These students will be unaffected by the suspension and will be able to complete certificate requirements.

Please specify the intended time period of inactivation or suspension:

The UCF Rosen College is in discussion with other hospitality enterprises to locate and implement alternative internship options for future students.

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.

> Current students are currently enrolled in all of their classes and will be unaffected by the suspension. The 6-month long certificate program ends in January 2013.

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 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
EDF 7041	EDF 7041	EDF 7041	EDF 7041	EDF 7041
EDF 6442	EDF 6442	EDF 6442	EDF 6442	
EDF 7848	EDF 7848	EDF 7848		
EDF 6543	EDF 6543			
EDA 7503				

Checklist of items to be provided:

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

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

Graduate Council Curriculum Committee
Course Agenda for 02-25-2013

College of Arts & Humanities Course Action Additions
DIG 6XXX   CAH-College-CAH   3(3,0)
Design and Development for Texts and Technology: PR: Graduate Standing or C.I. A study of the applied design and development process on concepts and practices of literacy/electracy, including pedagogical, artistic, workplace, and leisure-based communicative practices. *Fall.*
28 of 30 character abbreviation: **Design & Development for T&T__**
Rationale: The design and development of T&T course will teach students some much needed technical design and introduce applied development skills, and the associated theoretical readings associated with those skills, into the T&T curriculum. Giving our doctoral students a stronger technological skillset will enable them to secure more prestigious technical internships and will also allow them to design and develop their own applied digital humanities projects for personal research and creative activities. It will also allow us to more honestly and efficiently prepare students for the areas of research and production advertised on our website and in our catalog copy (digital editing, Web design, multimedia production, distributed education, entertainment, publishing, information architecture, and visualization). Finally, these applied skills will open up additional possibilities for dissertation work.
Discussion with others: T&T is an interdisciplinary program, and members on the committee represent English, Writing & Rhetoric, Digital Media, History, and Philosophy. These representatives report that their respective curriculum committees would not find a conflict with the offering of this course.
Majors taking course: Required for all Texts and Technology students.

College of Nursing Course Action Additions
NGR 6723L   CON-Nursing 3(0,3)
Nursing Leadership Role Specialization Practicum: PR: NGR 6723. Preceptor supervised experience with a nurse leader. Experience will focus on the analysis, synthesis and application of the principles related to leadership in the health care setting, including health care delivery systems, patient care delivery systems, staffing, personnel management, finance and ethical, legal and regulatory requirements. Graded S/U. May be used in the degree program a maximum of 2 times. *Fall, Spring.*
30 of 30 character abbreviation: **Nursing Ldrshp Role Spec Pract**
Rationale: Required course for the MSN Leadership and Management track.
Majors taking course: Nursing Leadership and Management

College of Sciences Special Topics
MAA 6938   Sect 01   COS-Mathematics   3(3,0)
ST:Q-Series: PR: MAA 5228 or CI. Applications of q-Series to analysis and number theory. *Occasional.*

30 character abbreviation: **ST:Q-Series**
Rationale: This is an opportunity to make use of the particular expertise of the instructor who is an internationally recognized leader in this field.
Discussion with others: None

College of Sciences Course Action Additions
MAP 6XXX   COS-Mathematics   3(3,0)
Mathematical Modeling II: PR: MAP 5117, graduate standing, or CI. Solutions of complex industrial mathematics problems in navigation/guidance, object tracking, pattern recognition, and fluid dynamics. *Occasional.*
30 character abbreviation: **Mathematical Modeling II**
Rationale: This course will provide an experiential experience for students who are unable to complete an internship or participation in an appropriate industrial workshop.
Majors taking course: MS Industrial Mathematics track

SYD 6XXX   COS-Sociology 3(3,0)
Topics in Social Inequalities: PR: Graduate standing or C.I. Examines cutting-edge research in an area of social inequalities, with an emphasis on how social inequalities are created and maintained in contemporary society. May be used in the degree program a maximum of 3 times. *Occasional.*
26 of 30 character abbreviation: **Topics Social Inequalities**
Rationale: Expand course offerings in one of the four areas of concentration (social inequalities) in thedoctoral program.
Discussion with others: The topics will vary. If approved, the first course to be taught is likely to be "Globalization, Discrimination, and Social Inequalities in Comparative Perspective." We have discussed possible overlap with Political Science, who has a course at the undergraduate level but not graduate level. No objections.
Majors taking course: None

Engineering & Computer Science Special Topics
Tabled.   The committee has asked whether a higher level prerequisite was available.   New information: use EEL 4783.
EEL 6938   Sect 01   ECS-Electrical & Computer Eng   3(3,0)
ST: Modern EDA Algorithms in VLSI: PR: EEE 3342C. This course covers all of the most important aspects of modern Electronic Design Automation (EDA) software: logic synthesis, circuit placement, and routing algorithms. Students will not only learn theory but also gain hands-on experience by doing a software project. *Occasional.*
30 of 30 character abbreviation: **ST: Mod EDA Algorithms in VLSI**
Rationale: Despite that EDA is a critical area in modern VLSI technlogy, currently our department has no dedicated course for this topic.
AGENDA NOTES: Course Addition also being proposed.

Engineering & Computer Science Course Action Additions

Tabled. The committee has asked whether a higher level prerequisite was available. New information: use EEL 4783.

EEL 6XXX   **ECS-Electrical & Computer Eng   3(3,0)**
Modern EDA Algorithms in VLSI: PR: EEE 3342C. This course covers all of the most important aspects of modern Electronic Design Automation (EDA) software: logic synthesis, circuit placement, and routing algorithms. Students will not only learn theory but also gain hands-on experience by doing a software project. *Spring.*
30 character abbreviation: **Modern EDA Algorithms in VLSI**
Rationale: There is a great demand from both industry and academia for students with extensive expertise in using and constructing modern EDA software. Additionally, the EDA-related algorithms and optimization methods are quite general-purpose and can be used in many engineering domain. However, our ECE department currently offers no course that is dedicated to cover the EDA area. We feel the need for adding this class especially for graduate students. Another additional benefit is that this class provides many CE and CS students with algorithm backgraound a good opportunity to practice their learning.
AGENDA NOTES: Special Topic also being proposed.

College of Education Course Action Deletions

Tabled. This course is a prerequisite for two other courses in Education. New information: have received course changes for LAE 5337 and LAE 5338.

EDG 6236   **ED-Teach, Learn & Leadership   3(3,0)**
Principles of Instruction: PR: C.I. The analysis and application of selected concepts and theories of learning in relation to curriculum design, classroom strategies, and instructional techniques. *Fall, Spring.*
Effect on majors: -----11/13/2012: This course is a prerequisite for the following courses, which all will need course action revision forms; **LAE 5337 and LAE 5338,**

Engineering & Computer Science Course Action Revisions

CEG 6115   Foundation Engineering   3(3,0)
PR: CEG ~~5015.~~ 4012 or C.I.
Analysis and design of spread footings, mat foundations, retaining walls, sheeting and bracing systems and pile foundations.

CEG 6317   Advanced Geotechnical Engineering   3(3,0)
PR: CEG ~~5015.~~ 4012 or C.I.
Mechanics of soils and models; elasticity and plasticity of soil bodies; strength of soils and stability of soil structures.

ENV 5410   ~~Drinking Water Treatment~~   3(3,0)
                Water Treatment

~~PR: ENV 4561.~~ PR: EES 4202C or ENV 5517 or C.I.

~~Drinking water treatment using existing and newly developed processes. Fe, Mn, As, NO3, DBP3, SOCs and other contaminants using oxidation, membranes, ion exchange, precipitation, sorption, and other processes.~~

Potable water regulations, standards, chemical reactors, oxidation, disinfection, disinfection by-products, ultraviolet irradiation. Internal corrosion and microbial control in municipal and industrial water distribution systems.

30 character abbreviation: **Water Treatment**
Rationale: We are changing the Course title and the catalog description to more accurately reflect the course content and more effectively describe the course focus.
Majors taking course: Environmental Engineering

EEL 5439C   RF and Microwave Communications   ~~3(2,1)~~
                                                                                                        4(3,3)

PR: EEL 4436C or equivalent.
RF and microwave active circuits microstrip amplifier, oscillator, and mixer design and fabrication. Receiver design, noise, familiarization with network and spectrum analyzers.

TABLED.   Clarification requested on why these fees should be materials and supplies fees instead of equipment fees.
EAS 5407C   Mechatronic Systems   3(2,3)
PR: EML 3034C.
Discrete control techniques for aerospace mechatronic systems. Controller design, test and evaluation.
 Materials & Supply Fee addition proposed: $43.02

College of Education Course Action Revisions
Tabled.   Clarification regarding the number of times the course can be used.
SPS 6948   School Psychology Internship   6(0,6)
PR: Graduate admission and C.I.
~~Supervised placement in school setting. Graded S/U.~~
Supervised placement in school setting. Graded S/U. May be used in the degree program a maximum of 6 times.
Will now be repeatable for credit.

ARE 5648   Contemporary Visual Arts Education   3(3,0)
~~PR: ARE 4443 or C.I.~~ PR: Senior standing or graduate standing.
Continued study of current programs and innovations in public school Visual Arts Programs.
Rationale: ARE 4443 is no longer a course offering and should be removed as a pre-requisite. Also, the consent of instructor is no longer required for enrollment in the course.

LAE 5337   Literacy Strategies for Middle and Secondary Teaching   3(3,0)

PR: EDG ~~6236~~ 6415 or C.I.

~~is designed for the examination of theory, teaching strategies, and resources~~ <u>Designed to assist teachers and graduate students in understanding the adolescent learner.</u> This course ~~reading instruction, to assist teachers to understand and develop content area reading instructional strategies.~~ <u>will examine theory, strategies, research, resources and implementation options</u> for effective middle and secondary <u>literacy programs.</u>

LAE 5338   Teaching Writing in Middle and High School 3(3,0)
PR: EDG ~~6236~~ 6415 or C.I.
Techniques and methods in teaching dialects, semantics, and the various grammars within the context of writing.

College of Medicine Course Action Additions
Tabled.   Split class.   Need additional clarification on 5000 level.
ZOO 5XXX   COM-Molecular & Microbiology   3(3,0)
Cellular and Molecular Neuroscience: PR: Graduate Standing. An advanced and thorough course providing understanding of the cellular components and molecular signaling pathways involved in the nervous system function. *Spring.*
29 of 30 character abbreviation: **Cellular & Molecular Neurosci**
<u>Rationale:</u> The course provides through understanding of the cellular components and molecular signaling pathways involved in the nervous system function.
<u>Majors taking course:</u> Biomedical Sciences MS, Ph.D., Biology MS