

Graduate Council Curriculum Committee
January 13, 2014
12:00 p.m., MH 395

Revised Agenda

1. Welcome and call to order
2. Approval of minutes from the last meeting
3. Revisions to the MA Comm. Sciences & Disorders program & tracks – COHPA
4. Addition of a Criminal Justice Executive graduate certificate – COHPA
5. Revisions to the Initial Teacher Preparation Program graduate certificate – CEHP
6. Revisions to the MAT Teacher Ed tracks - CEHP
7. Review of split class WST 5347 Research in Women & Gender Studies - CAH
8. Courses and special topics
9. Adjournment

Members of the Graduate Council Curriculum Committee:

Tosha Dupras, COS (Chair)
Deborah Breiter, RCHM
Donna Malvey, COHPA
Charles Kelliher, CBA
Patrick Murphy, CAH
Art Weeks, CECS
Joyce Nutta, CEHP
Terrie Sypolt, LIB
Julee Waldrop, CON
Boris Zeldovich, COP
Antonis Zervos, COM
Lucretia Cooney, GSA
Max Poole, CGS Liaison



Program Recommendation Form

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

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

College/Unit(s) Submitting Proposal: COHPA

Proposed Effective Term/Year: Fall/2014

Unit(s) Housing Program: Communication Sciences and Disorders

Name of program, track and/or certificate: Master's program in Speech and Language Pathology

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

The master's program in speech pathology is a two-year, full-time program (six consecutive semesters, including two summers) for students with undergraduate degrees in communication sciences and disorders or speech-language pathology and audiology. There are several tracks for obtaining the master's degree and the requested change will apply to all tracks.

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

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

No change

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

No change

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

Linda Rosa-Lugo, Ph.D. is the graduate coordinator. Lrosalugo@ucf.edu, 4364 Scorpius Street
HPA II-101D, Orlando, FL 32816, phone: 407-823-4798, http://www.cohpa.ucf.edu/csd/

Page 2 of UCF Program Recommendation Form

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

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

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

Applies to traditional, consortium and accelerated tracks.

- ☐ 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: Linda I. Rosa Sup for Barbara Ehren Date: 11/12/13

☐ 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 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 DCSD faculty propose the curriculum changes in order to streamline the clinical component and further enhance the students' learning across a continuum from the knowledge gained in the academic coursework to the application of skills in the clinical practica courses with each semester building on the content of the previous semester. Graduate students have been accumulating clinical hours that exceed the 400 hours required by the American Speech Language Hearing Association (ASHA) also impacting the load on the clinical faculty.

For Revisions:

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

- * Shift 3 credit hours from the clinical practice component to the required course component. As a result of this change, the required courses will increase to 41 credit hours and the clinical practice will decrease to 25 credit hours.
- * Enrolled students will have the opportunity to take an additional elective due to this change.

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:

Master's program in speech and language pathology

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.

NA

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

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

old CIP:

new CIP:

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

Part A - Continued

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

No Change

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

Proposed changes still meet the catalog requirements of students currently enrolled in the program.

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

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

	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
SEE	TEACH	OUT	PLAN	ATTACHED

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)

Teach Out Plan for 2013-14 Admits
Sum 13, Fall 13 and Spring 14

Sum 13	Fall 13	Spr 14	Semester 1 (14 credit hours - no change)
X	X	X	SPA 6204 Articulation/Phonological Disorders (3 credit hours)
X	X	X	SPA 6211C Voice Disorders (4 credit hours)
X	X	X	SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
X	X	X	SPA 6551 Strategic Application of - Scientific Process in Clinical Practice (1 credit hour) Foundations of Clinical Practice
14	14	14	
Fall 13	Spr 14	Sum 14	Semester 2 (13 credit hours - no change)
X	X	X	SPA 6225C Fluency Disorders (4 credit hours)
X	X	X	SPA 6410 Aphasia and Related Disorders (3 credit hours)
X	X	X	SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)
X	X		SPA 6503C Entry-Level Clinical Practicum (3 credit hours)
		X	SPA 6503 Foundations of Clinic II - Seminar (1 credit hour)
		X	SPA 6503L Foundations of Clinic II - Application Lab (1 credit hour X 2)
13	13	13	
Spr 14	Sum 14	Fall 14	Semester 3 (12 credit hours - no change or increased to 13)
X	X	X	SPA 6327 Aural Habilitation/Rehabilitation (3 credit hours)
X	X	X	SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
X	X	X	SPA 6805 Research in Communicative Disorders (3 credit hours)
X			SPA 6942C Intermediate Clinical Practicum (3 credit hours)
	X	X	SPA 6942 Foundations of Clinic III - Seminar (1 credit hour)
	X	X	SPA 6942 Foundations of Clinic III - Application Lab (1 credit hour X 2)
	X	X	SPA 6553L Clinical Practice in Dif Diagnosis in SLP (1 credit hour) (students choose Semester 3, 4 or 5) (X 2)
12	13	13	
Sum 14	Fall 14	Spr 15	Semester 4 (12 credit hours - no change or increased to 13)
X	X	X	SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
X	X	X	SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)
X	X	X	SPA 6943C Advanced Clinical Practice - Level I (3 credit hours)
X	X	X	Elective (3 credit hours)
X	X	X	SPA 6553L Clinical Practice in Dif Diagnosis in SLP (1 credit hour) (students choose Semester 3, 4 or 5) (X 2)
13	13	13	
Fall 14	Spr 15	Sum 15	Semester 5 (9 credit hours - no change or increased to 10)
			SPA 6946 Externship part-time (6 credit hours)
X	X	X	SPA 6946 Clinical Practice - Level II (3 credit hours)
X	X	X	Elective (3 credit hours)
X	X	X	Elective (3 credit hours)
X			SPA 6553L Clinical Practice in Dif Diagnosis in SLP (1 credit hour) (students choose Semester 3, 4 or 5) (X 2)
10	9	9	
Spr 15	Sum 15	Fall 15	Semester 6 (12 credit hours - decreased to 10)
			SPA 6946 Externship full-time (12 credit hours)
X	X	X	SPA 6946 Clinical Practice - Level II (10 credit hours)
10	10	10	
72	72	72	

Students admitted in Spring 2013 and before should be in Semester 5 or 6 by Summer 2014. SPA 6946 will be offered in credit hour sections to accommodate these students.

University of Central Florida
Department of Communication Sciences and Disorders

Graduate Course Comparison – Current Plan of Study and Proposed Change

Course Prefix and Number	Course Name	Credit Hours	Comparison	Course Prefix and Number	Course Name	Credit Hours
Semester 1 (14 credit hours)				Semester 1 (14 credit hours)		
SPA 6204	Advanced Articulation/Phonological Disorders	3	SAME	SPA 6204	Advanced Articulation/Phonological Disorders	3
SPA 6496	Language Disorders in Children and Adolescents	6	SAME	SPA 6496	Language Disorders in Children and Adolescents	6
SPA 6211C	Voice Disorders	4	SAME	SPA 6211C	Voice Disorders	4
SPA 6551	Strategic Application of the Scientific Process	1	NAME CHANGE	SPA 6551	Foundations of Clinical Practice: Level I	1
Semester 2 (13 credit hours)				Semester 2 (13 credit hours)		
SPA 6225C	Fluency Disorders	4	SAME	SPA 6225C	Fluency Disorders	4
SPA 6410	Aphasia and Related Disorders	3	SAME	SPA 6410	Aphasia and Related Disorders	3
SPA 6559	Augmentative and Alternative Comm. Systems	3	SAME	SPA 6559	Augmentative and Alternative Comm. Systems	3
SPA 6503C	Entry-Level Clinical Practicum	3	Name Change Credit reduced to 1 Repeatable x2	SPA 6503L	Foundations of Clinical Practice: Level II Applications	1 (x2)
			New Course for Seminar	SPA 6503	Foundations of Clinical Practice: Level II	1
Semester 3 (12 credit hours)				Semester 3 (12 or 13 credit hours)		
SPA 6565	Feeding and Swallowing Disorders	3	SAME	SPA 6565	Feeding and Swallowing Disorders	3
SPA 6327	Aural Habilitation/Rehabilitation	3	SAME	SPA 6327	Aural Habilitation/Rehabilitation	3
SPA 6805	Research in Communicative Disorders	3	SAME	SPA 6805	Research in Communicative Disorders	3
SPA 6942C	Intermediate Clinical Practicum	3	Name Change Credit reduced to 1	SPA 6942L	Foundations of Clinical Practice: Level III Applications	1 (x2)

			Repeatable x2			
			New Course for 1 credit	SPA 6942	Foundations of Clinical Practice: Level III	1
			ADDITION Name Change	SPA 6553L	Clinical Practice in Differential Diagnosis in Speech and Language Pathology (optional)*	1
				CHECKPOINT		
Semester 4 (12 credit hours)				Semester 4 (12 or 13 credit hours)**		
SPA 6474	Assess. & Mgmt. of Cult. & Ling. Diverse Popul.	3	SAME	SPA 6474	Assess. & Mgmt. of Cult. & Ling. Diverse Popul.	3
SPA 6236	Motor Speech Disorders in Adults and Children	3	SAME	SPA 6236	Motor Speech Disorders in Adults and Children	3
	Elective	3	SAME		Elective	3
SPA 6943C	Advanced Clinical Practicum	3	Name Change	SPA 6943C	Clinical Practice Level I	3
			ADDITION Name Change (See Semester 3)	SPA 6553L	Clinical Practice in Differential Diagnosis in Speech and Language Pathology (optional)*	1
Semester 5 (9 credit hours)				Semester 5 (9 or 10 credit hours)**		
SPA 6946	Externship (Part-Time)	6	Name Change	SPA 6946	Clinical Practice Level II	3
			ADDITION Name Change (See Semester 3)	SPA 6553L	Clinical Practice in Differential Diagnosis in Speech and Language Pathology (optional)*	1
	Elective	3	SAME		Elective	3
			GAIN		Elective	3
	PRAXIS Exam (2 nd to last semester)		SAME		PRAXIS Exam (2 nd to last semester)	
	Comprehensive Exam (2 nd to last semester)		SAME		Comprehensive Exam (2 nd to last semester if PRAXIS isn't passed)	
Semester 6 (12 credit hours)				Semester 6 (11 credit hours)		
SPA 6946	Externship (Full-Time)	12	Name Change	SPA 6946	Clinical Practice Level III	10
Total Credit Hours		72				72

* *Clinical Practice in Differential Diagnosis in Speech and Language Pathology (optional)* is required enrollment for two semesters for a repeatable credit. Student may opt to take this lab in either semester 3, 4, or 5.*

Sample Plan of Study for the Traditional Program

Semester 1 (14 hours – no change)

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6211C Voice Disorders (4 credit hours)
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6551 ~~Strategic Application of the Scientific Process in Clinical Practice~~ Foundations of Clinical Skill – Level I Seminar (1 credit hour)

Semester 2 (13 hours – no change)

- SPA 6225C Fluency Disorders (4 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)
- ~~SPA 6503C Entry-Level Clinical Practicum (3 credit hours)~~
- SPA 6503 Foundations of Clinical Skill – Level II Seminar (1 credit hour)
- SPA 6503L Foundations of Clinical Skill – Level II Applications Lab (1 credit hour X 2)

Semester 3 (12 hours – increased to 13 credit hours)

- SPA 6327 Aural Habilitation/Rehabilitation (3 credit hours)
- SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
- SPA 6805 Research in Communicative Disorders (3 credit hours)
- ~~SPA 6942C Intermediate Clinical Practicum (3 credit hours)~~
- SPA 6942 Foundations of Clinical Skill – Level III Seminar (1 credit hour)
- SPA 6942L Foundations of Clinical Skill – Level III Applications Lab (1 credit hour X 2)
- SPA 6553L Clinical Practice in Diff Diagnosis in SLP (1 credit hour)*

Semester 4 (12 hours – increased to 13 credit hours)

- SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
 - SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)
 - SPA 6943C Advanced Clinical Practicum – Level I (3 credit hours)
 - Elective (3 credit hours)
 - SPA 6553L Clinical Practice in Diff Diagnosis in SLP (1 credit hour)*
- *(taken either semester, not both semesters)

Semester 5 (9 hours – no change)

- ~~SPA 6946 Externship part-time~~ Clinical Practice – Level II (3 credit hours)
- Elective (3 credit hours)
- Elective (3 credit hours)

Semester 6 (12 hours – decreased to 10)

- ~~SPA 6946 Externship full-time (12 credit hours)~~ Clinical Practice – Level III (10 credit hours)

Required Courses—38 Credit Hours

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

Clinical Practice—28 Credit Hours

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

- SPA 6551 Foundations of Clinical Skill – Level I Seminar (1 credit hour)
- SPA 6503 Foundations of Clinical Skill – Level II Seminar (1 credit hour)
- SPA 6503L Foundations of Clinical Skill – Level II Applications Lab (1 credit hour x 2)
- SPA 6942 Foundations of Clinical Skill – Level III Seminar (1 credit hour)
- SPA 6942L Foundations of Clinical Skill – Level III Applications Lab (1 credit hour x 2)
- SPA 6943C Clinical Practice I (3 credit hours)
- SPA 6946 Clinical Practice II (3 credit hours)
- SPA 6946 Clinical Practice III (10 credit hours)

Thesis Option—6 Credit Hours

- SPA 6971 Thesis (6 credit hours)

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours.

Ranetta Guinn 11/5/13 9:06 AM	Deleted: Strategic Application of the Scientific Process in Clinical Practice (1 credit hour)
Ranetta Guinn 11/5/13 9:06 AM	Deleted: ... [1]
Ranetta Guinn 11/5/13 9:10 AM	Deleted: <#>SPA 6942C Intermediate Clinical Practicum (3 credit hours)
Ranetta Guinn 11/5/13 9:13 AM	Deleted: C
Ranetta Guinn 11/5/13 9:13 AM	Deleted: Advanced Clinical Practicum
Ranetta Guinn 11/5/13 9:13 AM	Deleted: Externship part-time
Ranetta Guinn 11/5/13 9:13 AM	Deleted: 6
Ranetta Guinn 11/5/13 9:13 AM	Deleted: Externship full-time
Ranetta Guinn 11/5/13 9:14 AM	Deleted: 12

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

Nonthesis Option—6 Credit Hours

- Electives (6 credit hours)

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

Sample Plan of Study for the Traditional Program

The Traditional MA program requires a prescribed sequence of academic and clinical courses which may vary according to the semester of entry. The following is a sample plan of study.

Semester 1

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6211C Voice Disorders (4 credit hours)
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6551 Strategic Application of the Scientific Process in Clinical Practice (1 credit hour)

Semester 2

- SPA 6225C Fluency Disorders (4 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)
- SPA 6503C Entry-Level Clinical Practicum (3 credit hours)

Semester 3

- SPA 6327 Aural Habilitation/Rehabilitation (3 credit hours)
- SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
- SPA 6805 Research in Communicative Disorders (3 credit hours)
- SPA 6942C Intermediate Clinical Practicum (3 credit hours)

Semester 4

- SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
- SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations (3 credit hours)
- SPA 6943C Advanced Clinical Practicum (3 credit hours)
- Elective (3 credit hours)

Semester 5

- SPA 6946 Externship part-time (6 credit hours)
- Elective (3 credit hours)

Semester 6

- SPA 6946 Externship full-time (12 credit hours)



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 both the program and the track.

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

Recommend Approval (all approval levels must be signed)

Department Chair (Print) Roberto H. Potter (Signature)  Date 11/8/13

College Academic (Print) _____ (Signature) _____ Date _____

Standards

College Dean (Print) _____ (Signature) _____ Date _____

Graduate Council (Print) _____ (Signature) _____ Date _____

Graduate Dean (Print) _____ (Signature) _____ 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.)

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

Page 5 of UCF Program Recommendation Form

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

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

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

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

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

old CIP:

new CIP:

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

Part A - Continued

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

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)

GRADUATE CERTIFICATE IN CRIMINAL JUSTICE EXECUTIVE

Certificate Description

This certificate prepares criminal justice professionals for contemporary executive roles within their organization to include self-awareness, operations, logistics, human capital, vision and current industry trends. This certificate is designed to develop innovative executives who care about people and results and who are preparing themselves and their agencies for the challenges of tomorrow. This certificate delivers the executive with the competencies and skills to successfully adapt to new and unforeseen realities.

The Criminal Justice Executive certificate is only available to students in the Valencia College Public Safety Leadership Development Certification Program (PSLDCP).

Program Requirements – 12 Credit Hour Minimum

Students must complete three courses (9 credit hours) in core curriculum and one course (3 credit hours) from the list of approved electives.

I. Core Curriculum (9 hours)

- CJI 6120 Personnel Management in Criminal Justice Organizations (3 credit hours)
- CCJ 6489 Professionalism in Criminal Justice Organizations (3 credit hours)
- CCJ 5931 Contemporary Criminal Justice Strategies (3 credit hours)

II. Electives (3 hours) *Select one*

- CCJ 5456 The Administration of Justice (3 credit hours)
- CCJ 5931 Contemporary Criminal Justice Strategies* (3 credit hours)
- CCJ 6118 Criminal Justice Organizations (3 credit hours)

*CCJ 5931 can be taken twice as part of this certificate program as the content of the course changes during each offering.

Application and Admission

Admission is open to those with a bachelor's degree from a regionally accredited institution and currently enrolled in the Valencia College Public Safety Leadership Development Certification Program (PSLDCP). An application to the graduate certificate program, official transcripts, and proof of current PSLDCP enrollment must be submitted. Applicants must apply online at <http://www.graduate.ucf.edu/gradonlineapp/>.

Applications to this certificate program must be received prior to the following deadlines.

Fall Semester July 15 th	Spring Semester December 1 st
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For the most complete, up-to-date certificate program requirements, see the official UCF graduate catalogue at <http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/>.

Contact:

Graduate Advising Office (407) 823-2603 or Valencia Leadership Program (407) 582-8212



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: Education and Human Performance

Proposed Effective Term/Year: Summer, 2014

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

Name of program, track and/or certificate: Initial Teacher Preparation Program Certificate

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

The Graduate Certificate in Initial Teacher Professional Preparation is designed for students who have secured a teaching position, plan to obtain a teaching position, or have a temporary teaching certificate. The certificate prepares candidates to meet the State of Florida Department of Education requirements through a sequence of professional core courses. The goal of the certificate is to enable educators to have successful teaching experiences in grades 6-12 classrooms.

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)

William (Scott) Wise, wwise@ucf.edu; ED 220, 407-823-1502

education.ucf.edu/itpp

Page 2 of UCF Program Recommendation Form

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

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

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

☒ Inactivation

☒ Temporary Suspension of Admissions. Give Length of Suspension:

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

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

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

Signature Page

RECOMMENDATIONS

☒ Yes ☐ No Department Chair: Michael B. [Signature] Date: 10/29/13
☒ Yes ☐ No College Curriculum Committee Chair: [Signature] Date: 11/14/13
☒ Yes ☐ No College Dean: B. Hart Hays Date: 11/14/13
☐ 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 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 Teacher Education MAT program is being revised. As a result, the courses in this certificate need to be adjusted to match. There is articulation between the certificate and the Teacher Education MAT program.

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.)

Replace LAE 5337 with new disciplinary literacy 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

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.)

Faculty participating in this program include: Dr. Thomas Brewer, Dr. Jeffrey Kaplan, Dr. Elsie Olan, Dr. Janet Andreasen, Dr. Erhan Haciomeroglu, Dr. Enrique Ortiz, Dr. Malcolm Butler, Ms. Gwyndolyn Crittenden, Dr. William Russell, Dr. Scott Waring, Dr. Carolyn Hopp, Dr William Wise. These faculty all currently participate in the program. Change in faculty participation is not anticipated.

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

Current students will not be impacted by these curricular 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.

The School of Teaching, Learning, and Leadership is the only unit impacted.

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.

[illegible]

Sample teach out plan: Enter the terms and courses that will be taught for each term throughout the last semester. Please delete course prefixes and numbers in this section if no teach out plan is required.

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012

Checklist of items to be provided:

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

PROGRAM DESCRIPTION

The Graduate Certificate in Initial Teacher Professional Preparation is designed for students who have secured a teaching position, plan to obtain a teaching position, or have a temporary teaching certificate. The certificate prepares candidates to meet the State of Florida Department of Education requirements through a sequence of professional core courses. The goal of the certificate is to enable educators to have successful teaching experiences in grades 6-12 classrooms.

CURRICULUM

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—12 Credit Hours

All of the required courses are available online and must be taken at UCF.

- EDF 6727 Critical Analysis of Social, Ethical, Legal and Safety Issues Related to Education (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment (3 credit hours)
- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours) or ~~LAE 5337 Literacy Strategies for Middle and Secondary Teaching (3 credit hours)~~ LAE 5XXX Disciplinary Literacy in Content Areas

Co-requisite—3 Credit Hours

Special Methods: Course selection depends on the student's intended certification area. Equivalent courses from other accredited Florida State Institutions may be used to satisfy this requirement at the discretion of the Program Director. Students are advised to obtain permission in advance of registering for these courses.

- Art Education: ARE 5359 Teaching Art K-12 (4 credit hours)
- English Language Arts: LAE 5346 Methods of Teaching English Language Arts (3 credit hours)
- Math Education (Grades 5-9): MAE 5327 Teaching Middle School Mathematics (3 credit hours)
- Math Education (Grades 6-12): MAE 5336 Current Methods in Secondary School Mathematics (3 credit hours)
- Music Education: MUE 5348C K-12 Music Methods (4 credit hours)
- Science Education (Grades 5-9): SCE 5325 Teaching Middle School Science (3 credit hours)
- Science Education (Grades 6-12): SCE 5337 Issues and Methods in Secondary School Science Education (3 credit hours)

- Social Science Education: SSE 5790 Inquiry and Instructional Analysis in Social Science Education (3 credit hours)
- Business Education: BTE 6935 Seminar in Business Education (3 credit hours)

Application Requirements

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



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: Education and Human Performance

Proposed Effective Term/Year: Summer, 2014

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

Name of program, track and/or certificate: Teacher Education MAT

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 in Teaching graduate program was created to allow individuals who are not certified to teach to become effective, certified teachers of secondary content areas. The MAT program offers tracks in 9 secondary content areas: Art Education, English Education, Mathematics Education, Middle School Mathematics Education, Science Education-Biology, Science Education-Chemistry, Science Education-Physics, Science Education-Middle School, and Social Science Education. Graduation from this state-approved MAT includes the successful completion of 6 credit hours of internship over two semesters, submission of a comprehensive portfolio, and passing scores on all sections of the Florida Teacher Certification Examination.

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?)

Spring and Summer Admission only

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

Admit to track only

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

Janet Andreasen; Janet.Andreasen@ucf.edu; ED 123Q

Each track has program faculty as well

education.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:

All tracks

☐ 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: Michael G. Jones Date: 10/29/13
☒ Yes ☐ No College Curriculum Committee Chair: [Signature] Date: 11/14/13
☒ Yes ☐ No College Dean: B. Scott Hays Date: 11/14/13
☐ 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 additions or revisions of programs, tracks or certificates

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

To respond to the changing needs of K-12 school districts and shifts in state requirement, the Teacher Education MAT program will be revised. The revision includes replacement of a two-credit seminar course with two new, one-credit seminars which will address contemporary/critical issues including those not addressed completely in the existing courses and replacing LAE 5337 with a new course in disciplinary literacy. The impact on students enrolled in the program includes completing the graduate internship over two semesters and taking the new seminar courses co-requisite with the internship. The revision will also include admissions only taking place in spring and summer semesters. The course offerings, as a result, will be streamlined and sequenced based on the admission semesters.

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.)

- Replace ESE 6936 with new, one-credit, repeatable seminar course, ESE 6XXX
- Eliminate fall admission option
- Internship required to be completed over two semesters
- Replace LAE 5337 with new disciplinary literacy course for Mathematics, Science, and Social Science tracks

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.)

Faculty participating in this program include: Dr. Thomas Brewer, Dr. Jeffrey Kaplan, Dr. Elsie Olan, Dr. Janet Andreasen, Dr. Erhan Haciomeroglu, Dr. Enrique Ortiz, Dr. Malcolm Butler, Ms. Gwyndolyn Crittenden, Dr. William Russell, Dr. Scott Waring, Dr. Carolyn Hopp, Clinical supervisors. These faculty all currently participate in the program. Change in faculty participation is not anticipated.

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

Current students will not be impacted by these curricular changes. It is possible current students could be impacted by scheduling of courses.

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

The School of Teaching, Learning, and Leadership is the only unit impacted. The program changes were approved by the Secondary Program Area Committee on September 25, 2013.

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)

MASTER OF ARTS IN TEACHING

Admission Requirements:

- Transcripts from undergraduate showing 3.0 GPA
- Passing scores on General Knowledge Test or CLAST OR GRE 1000 composite or equivalent

Minimum Hours Required for MAT—36 Credit Hours (Minimum)

The MAT program requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the ~~pre-professional~~beginning level of performance for all ~~twelve of the~~ Florida Educator Accomplished Practices. Multiple artifacts and reflective analysis are required for each of the accomplished practices. In addition, all portfolios require a final reflective analysis of students' overall learning and professional development as the capstone portfolio entry. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students' as reflective practitioners. The LiveText access is required of all students in the MAT program.

Students must choose one of the following tracks:

- Track 1: Art Education (K-12)
- Track 2: English/Language Arts Education with ESOL Endorsement (grades 6-12)
- Track 3: Mathematics Education (grades 6-12)
- Track 4: Middle School Mathematics Education (grades 5-9)
- Track 5: Middle School Science Education (grades 5-9)
- Track 6: Science Education, Biology (grades 6-12)
- Track 7: Science Education, Chemistry (grades 6-12)
- Track 8: Science Education, Physics (grades 6-12)
- Track 9: Social Science Education (grades 6-12)

Core — 13 Credit Hours

- *ESE 6935 Introductory Seminar in Secondary Education (1 credit hour)
- *EDG 6415 Principles of Instruction and Classroom Management (3 credit hours)
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)

*Must be taken in first semester in program

Specialization—15 Credit Hours Minimum

Track 1: Art Education (grades K-12) – 16 credits

- RED 5147 Developmental Reading (3 credit hours)
- ARE 5359 Teaching Art K-12 (4 credit hours)

- ARE 6905 Research Trends in Art Education (3 credit hours)
- ARE Elective Number One (with approval of adviser, 3 credit hours)
- ARE Elective Number Two (with approval of adviser, 3 credit hours)

Track 2: English/Language Arts with ESOL Endorsement (grades 6-12) – 18 credits

- LAE 6637 Research in Teaching English (3 credit hours)
- LAE 5338 Teaching Writing in Middle and High School (3 credit hours)
- LAE 5346 Methods of Teaching English Language Arts (3 credit hours)
- LAE 5465 Literature for Adolescents (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- TSL 6250 Applied Linguistics in ESOL (3 credit hours)

Track 3: Mathematics Education (grades 6-12) – 15 credits

- ~~LAE 5337 Literacy Strategies for Middle and Secondary Teaching~~ LAE 5XXX Disciplinary Literacy in Content Areas (3 credit hours)
- MAE 5336 Current Methods in Secondary School Mathematics (3 credit hours)
- Electives (9 credit hours)
 - Choose Three
 - IDS 6915 Classroom Management for Mathematics and Science Teachers
 - IDS 6939 Reforming Curriculum in Mathematics and Science Education
 - MAE 6337 Teaching Algebra in the Secondary School
 - MAE 6338 Teaching Geometry in the Secondary School
 - MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
 - MAE 6641 Problem Solving and Critical Thinking Skills
 - MAE 6656 Using Technology in the Instruction of K-12 Mathematics
 - MAE 6899 Seminar in Teaching Mathematics

Track 4: Middle School Mathematics Education (grades 5-9) – 15 credits

- ~~LAE 5337 Literacy Strategies for Middle and Secondary Teaching~~ LAE 5XXX Disciplinary Literacy in Content Areas (3 credit hours)
- MAE 5327 Teaching Middle School Mathematics (3 credit hours)
- Electives (9 credit hours)
 - Choose Three
 - IDS 6915 Classroom Management for Mathematics and Science Teachers
 - IDS 6939 Reforming Curriculum in Mathematics and Science Education
 - MAE 6337 Teaching Algebra in the Secondary School
 - MAE 6338 Teaching Geometry in the Secondary School
 - MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
 - MAE 6641 Problem Solving and Critical Thinking Skills
 - MAE 6656 Using Technology in the Instruction of K-12 Mathematics
 - MAE 6899 Seminar in Teaching Mathematics

Track 5: Middle School Science Education (grades 5-9) – 15 credits

- ~~LAE 5337 Literacy Strategies for Middle and Secondary Teaching~~ LAE 5XXX Disciplinary Literacy in Content Areas (3 credit hours)

- SCE 5325 Teaching Middle School Science (3 credit hours)
- ISC 6146 Environmental Education (3 credit hours)
- SCE 5836 Space Science for Educators (3 credit hours)
- One approved Elective (3 credit hours)

Tracks 6, 7, 8: Science Education, Biology (grades 6-12); Chemistry (grades 6-12); Physics (grades 6-12) – 15 credits

- LAE 5XXX Disciplinary Literacy in Content Areas LAE 5337 Literacy Strategies for Middle and Secondary Teaching (3 credit hours)
- SCE 5337 Issues and Methods in Secondary School Science (3 credit hours)
- Electives approved by advisor (9 credits)

Track 9: Social Science Education (grades 6-12) – 15 credits

- LAE 5XXX Disciplinary Literacy in Content Areas LAE 5337 Literacy Strategies for Middle and Secondary Teaching (3 credit hours)
- SSE 5790 Inquiry and Instructional Analysis in Social Science Education (3 credit hours)
- SSE Electives (6 credit hours)
- Social science content elective in other programs and departments (3 credit hours minimum), including, but not limited to, the following course prefixes: AFH, AMH, ASH, CPO, EUH, HIS, INR, LAH, or POS.

Internship—6 Credit Hours

- XXX 6946 Graduate Internship (6 credit hours)**

** Taken over two semesters.

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- 24 credits of program completed including all core courses plus methods course are recommended prior to admission to Graduate Internship
- Overall Graduate GPA must be 3.0 or higher.
- No more than 6 credits of co-requisite content requirements can be outstanding at the time of admission to Graduate Internship.
- Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to second semester Graduate Internship.
- Students must apply and be approved for Graduate Internship. Deadline dates and applications are available through the Office of Clinical Experiences at <http://education.ucf.edu/clinicaexp>
- Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all 42-Florida Educator Accomplished Practices at the pre-professional beginning level in accordance with State Board of Education Rule 6A-5.065.

Culminating Experience – 2 credit hours

- ~~ESE 6XXX~~ Capstone Seminar in Critical Issues Secondary Education (2-1 credit hour repeated twice)

Additional Program Graduation Requirements

- All students must complete an electronic portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the 42-Florida Educator Accomplished Practices.
- Pass all applicable sections of the Florida Teacher Certification Examination.
- Only six hours of independent study courses may be used to satisfy degree requirements. It is important to see an adviser if courses are difficult to schedule in content areas.

For students specializing in grades 6-12 and Art Education:

- Students are required to have 30 credit hours of co-requisite undergraduate and/or graduate course work in the content area chosen to meet certification requirements to teach in grades 6-12. These may be previously earned undergraduate or graduate credits, or include graduate content area credits approved for electives in the program.

For students specializing in grade 5-9 (middle school)

- Students are required to have 18 credit hours of co-requisite undergraduate and/or graduate course work in the content area chosen to meet certification requirements to teach in grades 5-9. These may be previously earned undergraduate or graduate credits, or include graduate content area credits approved for electives in the program.



Split-Level Class Action Request Form

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

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

Provide narrative rationale for split-level class:

Table 1— List any **course objectives or content**:

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

or

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

Table 1 Differences Between 4000 and 5000 Course Objectives & Content		
Course Element	4000 Course	5000 Course

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

Table 2 Differences Between 4000 and 5000 Course Assessment			
Course Element	4000 Course Assessment & % of grade		5000 Course Assessment & % of grade

WST 5347 Research in Women and Gender Studies

Syllabus

Instructor Contact

Instructor	Dr. M. C. Santana
Office	CNH 114
Office Hours	<ul style="list-style-type: none">Monday and Thursday 1:00-3:00
Phone	(407) 823-6502 (main WST phone)
E-mail	santana@ucf.edu

Course Description

Relationships among feminist theory, research, social change, and gender equality as experienced at the workforce in private, public and non-profit spheres.

Introduction- How do scholars in the field of women's and gender studies conduct research? What does it mean to ask questions through a gendered lens? How does gendered politics operate within feminist research and practice? What might it mean to conduct interdisciplinary research?

This course sets out to discuss these questions, realizing that the ways women conduct research, and the ways research is conducted with gender in mind, are as various as the researchers themselves. "Research in Women and Gender Studies" is a three-credit-hour web course that explores feminist epistemologies and research methods. We will focus on feminist and women's and gender studies scholars and how those scholars challenge and/or adhere to dominant theories and research methods of the major disciplines (social sciences, humanities, etc.). In essence, we will look at the ways that gender theory and feminist politics shape the ways that scholars ask research questions, the types of materials and "toolbox" used to conduct and interpret the research, and how these scholars understand themselves and their subjects in the research process.

This course aims to synthesize the theories and practice students have learned in other Women's Studies and major courses. This course examines, from a feminist perspective, the theory and personal narratives of scholars and activists researching

issues related to women and/or gender. Acknowledging the link between women's research and social change, and admitting that trying to understand which comes first is a game of chicken-and-egg, this course considers how women theorize and act on/react to those theories.

Final Note: Feminist theory requires close attention to language and its patterns. I expect that each of you will have read the texts carefully at least once and marked your books with notes for use in class discussion and writing tasks. I expect that each of you will be mentally and physically present during each class and that you will use class meetings to voice your ideas, puzzles, and concerns. The learning process demands that we each take responsibility and risks, as each of us is a vital part of the intellectual community we create. We will encounter texts and ideas that challenge us with their difficulty and difference. I suggest that we use these challenges as opportunities for new conversations that allow our thinking to grow. Please think carefully, using the texts at hand, and respond—rather than react—honestly and thoughtfully and with a critical awareness of your own biases.

This course is an elective for the Graduate Gender Certificate of the Women's Studies program. For other requirements, go to <http://womensstudies.cah.ucf.edu/>.

Objectives

- To analyze interdisciplinary perspectives on researching for women and gender studies
- To explore women's studies as an academic discipline and interdisciplinary field of study
- To explore methods and theories scholars in women and gender studies use to conduct research
- To practice research techniques for women and gender studies
- To build an intellectual community where women's and gender issues are analyzed and discussed
- **To create a project on a topic related to women/gender studies**
- **To complete a research paper using one of the methodologies/theories explored in the course**
- **Locate web-based and print resources for information on women's studies and gender studies in present and past societies**
- **Write about and discuss experiences particular to women and gender studies with an awareness of the diversity across differences in gender, culture, religion, sexuality, race, age, socioeconomic situation, etc.**

- **To practice professional mentorship within the field of women and gender studies**
- **To work together with an undergraduate student as research coach**
- **Use logic, documented evidence (with appropriate scholarly documentation style), and critical thinking to support arguments about scholarship in Women's and Gender Studies**

Required Texts

- Kimmel, M. and Aronson, A. (2011) *The Gendered Society Reader*. 4th Edition, New York: Oxford University Press.
- Hesse-Biber, Sharlene Nagy, ed. (2014) *Feminist Research Practice: A Primer*. 2nd ed. Thousand Oaks: Sage.

Suggested Text: *(for those students needing to review research methodologies)*

- Bryman, A. (2008). *Social Research Methods*. 3rd Edition, New York: Oxford University Press.

Units

- Unit 1- Social Research Strategies and Biological/Cultural Constructions of Gender
- Unit 2- Qualitative Research and Social Constructions of Gender/ Home/ Work/ Play
- Unit 3- Quantitative Research and Media Generated Data/ Representation/Violence

Course Breakdown

<i>Assignment</i>	<i>Percentage of Grade</i>
Module Discussions <ul style="list-style-type: none"> • 6 Discussion Posts (Best 4/6) • Lead discussions as "Scholar of the Week" 	25%
Engagement <ul style="list-style-type: none"> • Research Partner Chats, Mentor (10%) • Twitter Research Journal and Blog (10%) 	20%
Research <ul style="list-style-type: none"> • Research Activities (10%) • Conference Paper, Grant Proposal, or Policy Analysis (35%) • Research Presentation (10%) 	55%
Total	100%

Format:

All work should be typed in black ink, 12-point, Times New Roman font—except the discussion board, which has its own set of submission rules. Acceptable file types are .doc, .docx, and .pdf. If you do not have Microsoft Word, Microsoft Open Office and Google Docs provide free alternatives. Always make sure to back your work up on a disk as well as your hard drive. No exceptions will be made for technical difficulties: "My internet isn't working!" is the modern day equivalent of "My dog ate it!" Online discussions should be composed on a word processor to avoid losing work due to technical glitches (trust me on this).

Late Work:

Late work is not accepted under any circumstances.

Respect:

Sexism, racism, homophobia, transphobia or other derogatory or disrespectful language will not be tolerated. This is an environment of education, not intolerance. While you should anticipate intense discussions, treat each other with respect, despite ideological or personal differences.

Collaborative Learning Statement:

Students are expected to participate in collaborative learning through informal and formal group projects and activities while maintaining respect for other students and the material. Failure to actively participate in the collaborative learning process will result in the lowering of a student's letter grade as deemed appropriate by the instructor.

Plagiarism:

Intentional plagiarism is the act of passing off another's intellectual property as your own—this occurs when you copy a friend's paper, submit your own paper from last semester, or when you copy print/web based sources. Unintentional plagiarism is still plagiarism and occurs when you improperly cite borrowed material. Both instances may result in a zero for the assignment and/or may result in earning a grade of "F" for the course. Regardless of grade lowering, students found plagiarizing will be asked to correct the citation errors and re-submit the assignment without a grade change. Please review the guidelines for citing sources correctly in the MLA Handbook, which is available at the Library and tips are included on the University Writing Center website. If you are unsure how to cite something or if you should, ask me for help!

Falsification of Documents:

Intentionally altering your course materials/assignments/correspondence in order to mislead or to fraudulently alter your course materials, including but not limited to time/date stamps, emails, service learning verifications logs, etc., will result in a zero for the assignment and/or may result in a grade of "F" for the course. Any student found falsifying service learning records will not earn higher than a C- for the course. Regardless of lowering the grade, students may be subject to disciplinary action.

Disability Statement:

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Ethics Statement:

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Evaluation and Grading

It is important to remember that simply fulfilling the minimum requirements of the course warrants an average grade (as in C), not an A. Being present online and doing assignments is not something that earns "extra credit" or an automatic A; it's expected by you being in the course. A higher grade will be based on the distinctive quality and development of your work and on a willingness to take risks within your writing. Below is a thumbnail breakdown of how I view letter grades; as we move into the semester you'll receive more detailed descriptions of assignments and rubrics:

A—excellent overall. It presents sophisticated "meaning making" and follows the argument throughout the entire paper/assignment. It contains the necessary elements of the assignment, presents a clear and unique style, presents a holistic and logical organizational pattern, and is presented free of mechanical errors.

B—good with some excellent aspects. The assignment is strong and contains all the necessary elements of the assignment. The assignment is well organized and is free of mechanical and style errors.

C—adequate. The assignment meets the requirements of the assignment and adequately meets the assignment objectives. It has some mechanical and/or style errors.

D—mostly adequate with some unacceptable aspects. The assignment is weak and fails to meet some of the required assignment requirements. The assignment is below adequate in one or more areas.

F—unacceptable overall. Fails to meet one or more of the assignment criteria.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

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Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Schedule

Unless otherwise noted, all assignments are due by 5:00 pm

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WST 4002 Research in Women and Gender Studies

Syllabus

Instructor Contact

Instructor	Dr. M. C. Santana
Office	CNH 114
Office Hours	<ul style="list-style-type: none">Monday and Thursday 1:00-3:00
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Course Description

Relationships among feminist, theory, research, social change, and gender equality as experienced at the workforce in private, public and non-profit spheres.

Introduction- How do scholars in the field of women's and gender studies conduct research? What does it mean to ask questions through a gendered lens? How does gendered politics operate within feminist research and practice? What might it mean to conduct interdisciplinary research?

This course sets out to discuss these questions, realizing that the ways women conduct research, and the ways research is conducted with gender in mind, are as various as the researchers themselves. "Research in Women and Gender Studies" is a three-credit-hour web course that explores feminist epistemologies and research methods. We will focus on feminist and women's and gender studies scholars and how those scholars challenge and/or adhere to dominant theories and research methods of the major disciplines (social sciences, humanities, etc.). In essence, we will look at the ways that gender theory and feminist politics shape the ways that scholars ask research questions, the types of materials and "toolbox" used to conduct and interpret the research, and how these scholars understand themselves and their subjects in the research process.

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This course counts towards the Women's Studies Minor. For other requirements for the WS minor, go to <http://womensstudies.cah.ucf.edu/>.

Objectives

- To analyze interdisciplinary perspectives on researching for women and gender studies
- To explore women's studies as an academic discipline and interdisciplinary field of study
- To explore methods and theories scholars in women and gender studies use to conduct research
- To practice research techniques for women and gender studies
- To build an intellectual community where women's and gender issues are analyzed and discussed
- Locate web-based and print scholarship within the field of Women's and/or Gender Studies
- **Formulate a research plan with graduate student to understand the research steps necessary for preparing a full research paper in the future**
- **Listen and speak critically and mindfully about women's and gender issues**

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Engagement <ul style="list-style-type: none"> • Research Partner Chats (15%) • Twitter Research Journal (10%) 	25%
Research <ul style="list-style-type: none"> • Research Activities (10%) 	10%
Exams <ul style="list-style-type: none"> • 1 & 2 (25 %20% each) 	40%
Total	100%

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Schedule

Unless otherwise noted, all assignments are due by 5:00 pm

Course Agenda

January 13, 2014

1. Course Additions

College of Arts and Humanities Course Additions

Tabled. Discuss with Digital Media for conflicts. No objections from Digital Media.

HIS 5XXX **CAH-Department of History** **3(3,0) History**

in the Digital Age: PR: Graduate Standing or C.I. Readings in the history, theory, and methodologies of digital historical practices from precedents in New Social History to the present, including use in Public History. *Even Fall.*

Abbrev: (26 of 30 chars) History in the Digital Age

Discussion with others: No conflicts anticipated.

Rationale: To expand the offerings in History and Public History, and remain up-to-date with current and new practices.

Majors taking course: Elective course for History MA

Tabled. Discuss with Anthropology for conflicts. No objections from Anthropology.

HIS 5XXX **CAH-Department of History** **3(3,0)**

Readings in Historic Preservation: PR: HIS 5067 or C.I. Course will expose students to major theoretical conversations in Historic Preservation including law, sustainability, and cultural resource management. *Even Fall.*

Abbrev: (29 of 30 chars) Rdgs in Historic Preservation

Discussion with others: No conflicts anticipated.

Rationale: To expand offerings in History and Public History by introducing students to the field of historic preservation.

Majors taking course: Elective course for History MA students

College of Engineering and Computer Science Course Additions

EEL 6XXX **ECS-Department of Electrical Engineering
and Computer Science** **3(3,0)**

Trustworthy Hardware: PR: EEE 5390 or EEL 5704 or C.I. Introduce the concept of trustworthy hardware. Review scientific publications in the area of trustworthy hardware. Design, analyze, and evaluate trustworthy embedded systems. *Occasional.*

Abbrev: (20 of 30 chars) Trustworthy Hardware

Discussion with others: Approved by Computer Engineering core faculty in Reconfigurable Devices technical area committee.

Rationale: The purpose of this course is to introduce a newly emerged area, trusted integrated circuits and prepare students for challenges in the field of trustworthy hardware. The concept and taxonomy of hardware Trojans will be introduced as well as their malicious impact to both critical and commercial device. Considering the fact that cryptographic embedded systems are often the target of hardware Trojans, cryptographic embedded systems and their vulnerabilities when attacked by hardware Trojans will also be discussed in the course.

College of Health and Public Affairs Course Additions

HPA-Department of Communication

SPA 6XXX **Sciences and Disorders** **1(1,0)**

Foundations of Clinical Practice Level II: PR: 6551 or C.I.; CR 6503L. Seminar preparing graduate clinicians for practicum with pediatric/adolescents across varied communication disorders: clinical decision-making, generalization, transfer, maintenance, service delivery, ethics, public policy and professional issues. *Spring, Summer, Fall.*

Abbrev: (26 of 30 chars) Found Clinical Practice II

Discussion with others: None at this time.

Rationale: The course was added as one credit seminar in order to separate grading and participation for the practice component SPA 6503L (Corequisite) of the course from the seminar component.

Majors taking course: Communication Sciences and Disorders

HPA-Department of Communication

SPA 6XXX **Sciences and Disorders** **1(1,0)**

Foundations of Clinical Practice: Level III: PR: SPA 6503, SPA 6503L or C.I.; CR SPA 6942L. Seminar preparing graduate clinicians for practicum with adults who have acquired disorders: clinical decision-making, generalization, transfer, maintenance, service delivery models, ethics, public policy and reimbursement. *Spring, Summer, Fall.*

Abbrev: (27 of 30 chars) Found Clinical Practice-III

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition of clinical knowledge and skills. The course was added as a one credit seminar in order to separate grading and participation for the seminar component of the course from the practice component (SPA 6942L).

Majors taking course: Communication Sciences and Disorders

College of Sciences Course Additions

Tabled. Will bring back with Forensic Science program revisions.

CHS 6XXX **COS-Department of Chemistry** **3(3,0)**

Forensic Analysis of Explosives: PR: Admission into Forensic Science M.S. program or C.I. Modern analytical methods and protocols for the forensic analysis of low and high explosives. Analysis of pure materials and post-blast residues will be covered along with scene search and recovery protocols. *Odd Spring.*

Abbrev: (22 of 30 chars) Analysis of Explosives

Rationale: The course is added to allow complete coverage of this important topic as part of the Forensic Science M.S. program. The amount of material and importance of the topic justify a full semester course, as opposed to covering the topic in a broader forensic course.

Majors taking course: Forensic Science M.S.

Tabled. Will bring back with Forensic Science program revisions.

CHS 6XXX **COS-Department of Chemistry** **3(3,0)**

Forensic Analysis of Ignitable Liquids: PR: Admission into Forensic Science M.S. or C.I. Modern analytical methods and protocols for the forensic analysis of ignitable liquids. Ignitable liquid production as relates to ASTM classification, sampling methods, databases and modern methods of data analysis. *Even Spring.*

Abbrev: (17 of 30 chars) Ignitable Liquids

Discussion with others: n/a

Rationale: The analysis of ignitable liquids is an important forensic activity in the investigation of potential arson cases. Fire debris analyses are conducted in many forensic laboratories throughout the world. The course is added to allow complete coverage of this important topic as part of the Forensic Science M.S. program. A full semester course is required for a comprehensive study of the topic.

Majors taking course: Forensic Science M.S.

MAA 6XXX **COS-Department of Mathematics** **3(3,0)**

Measure and Probability II: PR: MAA 6XXX (Measure and Probability I), or C.I. Martingales, Markov Processes, stopping times, Brownian motion, Weiner measure *Occasional.*

Abbrev: (26 of 30 chars) Measure and Probability II

Rationale: This is an extension of Measure and Probability I to enable students to understand contemporary issues in probability.

2. Special Topics Additions

College of Arts and Humanities Special Topics Additions

Tabled. Discuss with Digital Media for conflicts. No objections from Digital Media.

HIS 5937 **CAH-Department of History** **3(3,0) History**

in the Digital Age: PR: Graduate Standing or C.I. Readings in the history, theory, and methodologies of digital historical practices from precedents in New Social History to the present, including use in Public History. *Occasional.*

Abbrev: (26 of 30 chars) History in the Digital Age

Discussion with others: No conflicts anticipated.

Rationale: To expand the offerings in History and Public History, and remain up-to-date with current and new practices.

Tabled. Discuss with Anthropology for conflicts. No objections from Anthropology.

HIS 5937 **CAH-Department of History** **3(3,0)**

Readings in Historic Preservation: PR: HIS 5067 or C.I. Course will expose students to major theoretical conversations in Historic Preservation including law, sustainability, and cultural resource management. *Occasional.*

Abbrev: (29 of 30 chars) Rdgs in Historic Preservation

Discussion with others: No conflicts anticipated.

Rationale: To expand offerings in History and Public History by introducing students to the field of historic preservation.

3. Course Revisions

College of Arts and Humanities Course Revisions

Tabled. Check on 5000/6000 level ratio on Film courses.

	Serial Content and Classic Form-I	3(3,3)
ART 5280	Serial Content	3(3,0)

PR: Admission to MFA. Emerging Media MFA or Digital Media MA, graduate standing, or C.I.
~~Studio course exploring serial imaging history, pictographs, alphabet development, typographic design, Serial content, story forms, interactive narrative theory and the computer as sequenced design concepts practice for art, digital media and tools. film. Traditional and non-traditional forms of visual and interactive storytelling.~~

Abbrev (14 of 30): ~~Serial Content and Clas Form-I~~ Serial Content

Discussion with others: n/a

Rationale: Given the recent merger of the Film Department in the School of Visual Arts and Design (SVAD), and in order to align curriculum across our graduate programs, we will be bringing the Entrepreneurial Digital Cinema track (currently under the Film MFA program) into the Emerging Media MFA program. The two current tracks of the MFA program (Studio Art & the Computer and Digital Media) will also be revised in order to establish across the three tracks the same number of required credit hours to complete the degree as well as a common core of courses to be taken by students in all three tracks. Course revisions need to be made for the alignment.

Majors taking course: Emerging Media MFA students

There are no programs that list ART 5280C.

SPLIT CLASS

WST 5347	Research Seminar in Gender Studies	3(3,0)
	Research in Women and Gender Studies	

PR: Graduate status or senior standing, or C.I.
~~Research seminar exploring relationships Relationships among feminist theorizing, theory, research, social change, and social change, the development of gender studies programs equality as experienced at the workforce in private, public and their relationships to other academic disciplines. non-profit spheres.~~

Abbrev (29 of 30): ~~Res Seminar in Gender Studies~~ Res in Women & Gender Studies

Term Offered: ~~Occasional~~ Odd Fall

Discussion with others: No. This course has been offered since 2007. It offers a unique perspective not shared with other units due to its interdisciplinarity and inclusion of both women and gender research.

Rationale: A split level course will help us with our limited resources by offering the course more often and including both academic levels. Graduate students can benefit from mentoring undergraduate researchers as well as undergraduate students can benefit from a higher level mentor.

Majors taking course: Elective for Graduate Gender Certificate

There are no programs that list WST 5347.

College of Education and Human Performance Course Revisions

Tabled. Due to 6000 level prereq. Withdrawn by department.

ARE 5359

Teaching Art K-12

4(4,0) PR:

~~Admission to MA in Art Education, graduate standing or C.I. EDG 6415, EDF 6237. Transition from university art practices to public school teaching of art. Organize, design, Organizing, designing, and analyze analyzing art learning experience and activities appropriate for students K-12. elementary and secondary school students.~~

~~Term Offered: Summer Fall~~

~~Discussion with others:~~ No duplications or conflicts.

Rationale: This course is now recommended to be taken with internship for students in the MAT Art Education Track. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT Art Education track students

There are no programs that list ARE 5359.

Tabled. Due to 6000 level prereq. Withdrawn by department.

LAE 5346

Methods of Teaching English Language Arts 3(3,0)

~~PR: EDG 6415 and 6415, EDF 6237, TSL 5085 or CI or admission to Initial Teacher Professional Preparation certificate. 5085.~~

Designed for alternative certification and Masters of Arts students to explore the strands, methods and materials related to school curriculum in teaching English.

~~Term Offered: Fall, Spring Fall~~

~~Discussion with others:~~ No duplications or conflicts

Rationale: This course is now recommended to be taken with internship for students in the MAT program. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT, English Language Arts Track

There are no programs that list LAE 5346.

Tabled. Due to 6000 level prereq. Withdrawn by department.

MAE 5327

Teaching Middle School Mathematics

3(3,0)

~~PR: EDG 6415 and TSL 5085 or admission to Initial Teacher Professional Preparation certificate. 6415, EDF 6237.~~

Students will develop skills in planning and delivering mathematics instruction in grades 5-9. The use of technology, cooperative learning, ESOL, and manipulatives is considered.

~~Term Offered: Occasional Fall~~

~~Discussion with others:~~ No duplications or conflicts.

Rationale: This course is now recommended to be taken with internship for students in the MAT program. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT, Middle School Math Education Track

There are no programs that list MAE 5327.

Tabled. Due to 6000 level prereq. Withdrawn by department.

MAE 5336

Current Methods in Secondary School Mathematics 3(3,0)

PR: EDG 6415, TSL 5085, or admission to MED program or Initial Teacher Professional Preparation certificate. EDF 6237.

Required special methods course for mathematics 6-12 certification. Assessment, curriculum, technology, practical classroom ideas and activities.

Term Offered: ~~Occasional~~ Fall

Discussion with others: No duplications or conflicts.

Rationale: This course is now recommended to be taken with internship for students in the MAT program. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT, Math Education Track

There are no programs that list MAE 5336.

Tabled. Due to 6000 level prereq. Withdrawn by department.

SCE 5325 Teaching Middle School Science 3(3,0)

PR: EDG 6415, TSL 5085, or admission to MED program or Initial Teacher Professional Preparation certificate. EDF 6237.

This course will provide experiences that promote effective science teaching in grades 5-9 including interdisciplinary teaming, technology use, ESOL, and inquiry in science.

Term Offered: ~~Occasional~~ Fall

Discussion with others: No duplications or conflicts.

Rationale: This course is now recommended to be taken with internship for students in the MAT program. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT, Middle School Science Track

There are no programs that list SCE 5325.

Tabled. Due to 6000 level prereq. Withdrawn by department.

SCE 5337 Issues and Methods in Secondary School Science 3(3,0)

PR: EDG 6415, TSL 5085, or admission to MED program or Initial Teacher Professional Preparation certificate. EDF 6237.

Secondary science education special methods course is designed to augment ~~students'~~ students' understanding of instructional methods and their applications to middle and high school science curriculum.

Abbrev (33 of 30): ~~Iss & Meth in Sec School Sci~~ Issues Meth Sec School Science Ed

Term Offered: Fall, Spring Fall

Discussion with others: No duplications or conflicts

Rationale: This course is now recommended to be taken with internship for students in the MAT program. The prerequisite courses listed here are now to be taken prior to internship.

Majors taking course: Teacher Education MAT, Science Education all tracks

There are no programs that list SCE 5337.

Tabled. Due to 6000 level prereq. Withdrawn by department.

SSE 5790

**Inquiry and Instructional Analysis in Social
Science Education**

3(3,0)

PR: ~~EDG 6415 or admission to Teacher Leadership MEd program or Initial Teacher Professional Preparation certificate.~~ 6415, EDF 6237.

Study of instructional programs in social science education and related scholarship; development of an inquiry about the intersection of theory and practice in social science teaching.

Abbrev (35 of 30): ~~Inquiry & Instl Anal Soc Sci~~ Inquiry Inst Anal Soc Sci Education

Term Offered: ~~Summer~~ Fall

Discussion with others: No duplications or conflicts.

Majors taking course: Teacher Education MAT, Social Science Education

There are no programs that list SSE 5790.

College of Health and Public Affairs Course Revisions

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

Foundations of Clinical Practice: Level II

SPA 6503L **~~Application~~** **1(0,2)**

PR: ~~Admission to M.A. in Communication Sciences SPA 6551 or Disorders or C.I. C.I.; CR SPA 6503.~~

~~Entry-level supervised~~ Supervised practicum in evaluation across a variety of communication disorders within the pediatric and management adolescent population. May be repeated for credit. Minimum of speech, language and hearing disorders. 20 clock hours required.

Abbrev (28 of 30): ~~Entry-Level Clinical Practicum Found Clinic Practice-II App~~

Graded SU: ~~No~~ Yes

Repeat For Credit: ~~No~~ Yes Max Times: 0

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition and application of clinical knowledge and skills. The course has been changed to a one credit lab in order to separate grading and participation for the seminar component SPA 6503 (Corequisite) of the course from the practice component.

Majors taking course: Communication Sciences and Disorders

There are no programs that list SPA 6503C.

SPA 6551 **~~Strategic Application of the Scientific Process in Clinical Practice~~** **1(1,0)**
Foundations of Clinical Practice: Level I

PR: Admission to Communication Sciences and Disorders ~~master's program.~~ master's program or C.I.

Strategic application of knowledge in normal communication sciences and development to clinical practice through creating, testing and developing hypotheses about the nature of communication disorders.

Abbrev (23 of 30): ~~Strgic App Sci Process Clin Pr~~ Found Clinic Practice-I

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition of clinical knowledge and skills.

Majors taking course: Communication Sciences and Disorders

There is 1 program that lists SPA 6551: Communication Sciences and Disorders - Accelerated Undergraduate-Graduate Program (B.A. or B.S. / M.A.)

SPA 6553L	Differential Diagnosis in Speech and	
	Language Laboratory	1(0,4)
	Clinical Practice in Differential Diagnosis in	
	Speech and Language Pathology	1(1,1)

PR: ~~SPA 6943C; CR: 6503, SPA 6553, 6503L or C.I.~~

~~Practice in Clinical application of diagnostic process and assessment procedures for a variety of communication disorders across the differential diagnosis of speech and language disorders with emphasis on interviewing, test administration and interpretation, report writing, and case presentations. life span. May be repeated for credit.~~

Abbrev (27 of 30): ~~Dif Diagnosis Speech Lang Lab Clinical Practice Differ Dx~~

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition and application of clinical knowledge and skills.

Majors taking course: Communication Sciences and Disorders

There are no programs that list SPA 6553L.

SPA 6942C	Intermediate Clinical Practicum	3(1,6)
	Foundations of Clinical Practice: Level III	
SPA 6942L	Application	1(0,2)

PR: ~~Admission to M.A. in Communication Sciences and Disorders and SPA 6503C~~ 6503, SPA 6503L or C.I. C.I.; CR: SPA 6942.

~~Intermediate supervised~~ Supervised practicum in evaluation and management of speech, language and hearing disorders. Includes 1-hour weekly meeting. including acquired disorders with the adult population. May be repeated for credit. Minimum of 20 clock hours required.

Abbrev (29 of 30): ~~Intermed Clinical Practicum Found Clinic Practice-III App~~

Graded SU: No Yes

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition of clinical knowledge and skills. The existing course was reduced to a one credit lab in order to separate grading and participation for the seminar component (SPA 6942) of the course from the practice component (SPA 6942L).

Majors taking course: Communication Sciences and Disorders

There are no programs that list SPA 6942C.

SPA 6943C	Advanced Clinical Practicum	3(1,6)
	Clinical Practice Level I	3(1,4)

PR: ~~Admission to M.A. in Communication Sciences and Disorders and SPA 6942C or C.I. 6942,~~ SPA 6942L.

~~Advanced supervised~~ Clinical practicum for the demonstration of knowledge and skill application in evaluation the diagnosis, treatment and management of speech, language and hearing disorders. May be repeated for credit. persons with complex communication disorders across the lifespan.

Abbrev (25 of 30): ~~Advanced Clinical Practicum Clinical Practice Level I~~

Repeat For Credit: Yes No Max Times: 0

Discussion with others: None at this time.

Rationale: Current name did not accurately reflect the continuum of learning in the acquisition and application of clinical knowledge and skills.

Majors taking course: Communication Science and Disorders

There are no programs that list SPA 6943C.

College of Sciences Course Revisions

CHS 6513

**~~QA & Bioinformation~~ 3(3,0) Quality Assurance
for Forensic Scientists**

PR: Admission into Forensic Science M.S. and C.I. and satisfaction of statistics and biology requirements.

Principles and concepts of ~~Quality Assurance~~ quality assurance for forensic scientists.

Includes a description study of current industry wide standards national analytical and procedures for locating, evaluating, and processing information about DNA. accreditation standards.

Abbrev (26 of 30): ~~QA & Bioinformation~~ QA for Forensic Scientists

Term Offered: ~~Occasional~~ Even Fall

Repeat For Credit: ~~No~~ Yes Max Times: 0

Discussion with others: n/a

Rationale: Only a course name change is requested: no change to course syllabus is proposed. The original course title included the term 'Bioinformation' which was meant to represent the intent to give students an awareness of how information could be gleaned from the internet. Fifteen years on, all students are now internet savvy and this heuristic element is no longer necessary: students are expected to be able to retrieve information from the internet. The new course name better reflects the nature of the currently taught course.

Majors taking course: Forensic Science M.S. There are no programs that list CHS 6513.