Graduate Council Curriculum Committee
January 20, 2016
3:00 p.m., 395 Millican Hall

Agenda

1. Welcome and call to order
2. Approval of the minutes from the last meeting (curriculum, course, lab fees)
3. INFORMATION ONLY – Definition of UCF Online programs
4. Material & Supply Fees tabled at November 18, 2015 meeting are still pending.
5. Revisions to the MA in History, Accelerated BA/MA Track and Public History Track, CAH
6. Removal of split-level courses in Theatre, CAH
7. Revisions to the MS in Digital Forensics, CECS
8. Revisions to the MS in Sport and Exercise Science, CEHP
9. Addition of a Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate, DNP Track, and MSN Track, CON
10. Addition of a Nursing and Health Care Simulation Graduate Certificate and MSN Track, CON
11. Revisions to the PhD in Optics and Photonics and MS in Optics and Photonics, the Optics Track, and the Photonics Track, COPP
12. Courses and special topics
13. Adjournment

Members of the Graduate Council Curriculum Committee

Deborah Breiter Terry, Chair, RCHM
Charles Kelliher, CBA
Claire Knox, COHPA
Elsie Olan, CEHP
Wanda Raimundi-Ortiz, CAH
Jennifer Sandoval, COS
Art Weeks, CECS
Diane Andrews, CON
Steven Ebert, COM
Shuo "Sean" Pang, COP
Terrie Sypolt, LIB
Andrea Pulido, GSA
John Weishampel, CGS Liaison

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☐ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: Department of History

Name of program, track and/or certificate: History MA

Please check all that apply: This action affects a: ☑ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Accelerated BA/MA track (the Public History track has different changes)

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

We are updating the list of courses that satisfy Specialization and Elective requirements to include courses created over the past several years; clarify minimum expectations of thesis hour credits; and adjusting the language regarding the GRE for Admissions.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

- Add 9 courses that can satisfy the Specializations and Electives.
- Delete 4 courses from Specializations and Electives (courses have been discontinued).
- Specify that there is a minimum of 6 hours of thesis hours required.
- Clarify language on GRE requirements for admission.

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by this change?

n/a

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) JOHN SACHER (Signature) [signature] Date 11/5/15

College Academic Standards (Print) Lynn Hepner (Signature) [signature] Date 11/20/15

College Dean (Print) José B. Fernández (Signature) [signature] Date 11/20/15

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 Knowledge Management; Academic Services; College of Graduate Studies

PROGRAM DESCRIPTION

The Master of Arts in History is designed to serve the needs of a variety of students, including those who plan to pursue a PhD, those wishing to improve their proficiency as secondary school teachers, and those who seek to enrich their intellectual lives. In addition to the General MA program, Public History and Accelerated Undergraduate to Graduate tracks are offered~~, as well~~.

Read More ▾▲

CURRICULUM

The History MA program requires a minimum of 36 credit hours beyond the bachelor's degree, including 6 credit hours of core courses, 18 credit hours in an area of specialization, and 6 credit hours of electives outside of the area of specialization. 18 hours of the 36 required must be at the 6000 level.

Total Credit Hours Required:

36 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—24 Credit Hours

Core—6 Credit Hours

- HIS 6159 Historiography (3 credit hours)
- HIS 6905 History Capstone Class (3 credit hours)

Specialization—18 Credit Hours

Students may specialize in one of the two areas below. Specialization courses must be approved by the student's adviser.

Eastern Hemisphere: African, Asian, European, or Middle Eastern

- AFH 5259 Colloquium in African History (3 credit hours)
- AFH 5806 The Historiography of Slavery in Africa (3 credit hours)
- ~~ASH 5227 The Arab-Israeli Conflict (3 credit hours)~~
- ASH 5229 History of the Middle East (3 credit hours)
- ASH 5408 Colloquium in Modern China (3 credit hours)
- ASH 5485 U.S. China Relations (3 credit hours)
- ASH 5925 Colloquium in South Asian History (3 credit hours)
- ASH 6936 Seminar in U.S. China Relations (3 credit hours)
- ~~EUH 5247 Colloquium in Europe from 1919-1939 (3 credit hours)~~
- EUH 5285 Colloquium in Europe Since World War II (3 credit hours)
- EUH 5415 Rome and Early Christianity (3 credit hours)
- EUH 5419 Colloquium in Roman History (3 credit hours)
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- EUH 5546 Colloquium: British History (3 credit hours)

- EUH 5579 Colloquium in Soviet Russia (3 credit hours)
- EUH 5595 Colloquium in Czarist Russia (3 credit hours)
- EUH 5905 European Imperialism (3 credit hours)
- EUH 5925 Colloquium in Medieval Europe (3 credit hours)
- EUH 6939 Seminar in European History (3 credit hours)

Western Hemisphere: Caribbean, North American, or South American

- AMH 5116 Colloquium in U.S. Colonial History (3 credit hours)
- AMH 5137 Colloquium in U.S. Revolutionary Period (3 credit hours)
- AMH 5149 Colloquium in Early U.S. History, 1789-1815 (3 credit hours)
- AMH 5169 Colloquium in Age of Jackson (3 credit hours)
- AMH 5176 Colloquium in Civil War and Reconstruction (3 credit hours)
- AMH 5219 Colloquium in Late 19th Century U.S. (3 credit hours)
- AMH 5296 Colloquium in 20th Century U.S. (3 credit hours)
- AMH 5378 History of Technology (3 credit hours)
- AMH 5391 Colloquium in U.S. Cultural History (3 credit hours)
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- AMH 5446 Colloquium in U.S. Frontier (3 credit hours)
- ~~AMH 5515 Colloquium in U.S. Diplomatic History (3 credit hours)~~
- AMH 5566 Colloquium: Women in American History (3 credit hours)
- AMH 5636 Colloquium in US Environmental History (3 credit hours)
- AMH 5925 Colloquium in US Military History (3 credit hours)
- ~~AMH 5937 Special Topics in American History (3 credit hours)~~
- AMH 6346 Seminar in the History of American Automobility (3 credit hours)
- AMH 6429 Seminar in Community and Local History (3 credit hours)
- AMH 6592 Seminar in Oral History (3 credit hours)
- AMH 6939 Seminar in U.S. History (3 credit hours)
- HIS 5067 Introduction to Public History (3 credit hours)
- HIS 5083 Cultural Heritage Management (3 credit hours)
- HIS 5095 Readings in Historic Preservation (3 credit hours)
- HIS 5925 History in the Digital Age (3 credit hours)
- HIS 6068 Seminar in Documentary Editing (3 credit hours)
- HIS 6096 Seminar in Historic Preservation (3 credit hours)
- HIS 6165 Digital Tools for Historians (3 credit hours)
- LAH 5713 Colloquium in U.S.-Latin American Relations (3 credit hours)
- LAH 5920 Colloquium in Latin American History (3 credit hours)
- LAH 6936 Seminar in Latin American History (3 credit hours)

Commented [PL1]: We don't list our ST courses.

Elective Courses—6 Credit Hours

Students will choose history courses outside their area of specialization.

- Electives (6 credit hours)

Thesis—6 Credit Hours

- HIS 6971 Thesis (6 credit hours minimum)

The culminating event of the program is a minimum of six credit hours at the 6000-level developing and sustaining a historical argument in writing according to the accepted professional and ethical standards of the discipline.

Thesis Defense

The final step in completing the thesis requirement is a one-hour oral defense before the thesis committee.

Comprehensive Examinations

Each candidate for the Master of Arts in History must pass written examinations in two fields upon conclusion of regular course work and before beginning a thesis. These examinations must be taken and passed as part of the requirements for the capstone course. Students are provided two attempts at successfully passing the examinations. Each student will also submit a thesis prospectus and preliminary bibliography, which the three members of the student's thesis committee judge acceptable as the preliminary step to beginning the thesis. An oral defense of the written exams and the thesis prospectus and bibliography is also a requirement of the capstone course.

Foreign Language

Students will also be expected to demonstrate a reading competency in one foreign language. The foreign language examination must be completed one semester prior to the thesis defense.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in History (or an equivalent).
- A 3.25 GPA in all upper division history courses taken as an undergraduate student.
- Official, competitive GRE score taken in the last five years.
- A written statement describing personal goals and objectives in seeking a graduate degree in history.
- Three letters of recommendation from former professors who can address applicant's ability to undertake graduate-level history courses.
- A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or

if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

Applicants who hold an undergraduate degree in History but do not have a GPA of 3.0 in all work attempted while registered as an undergraduate student, or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours), or a 3.25 GPA in their history courses, or do not have a competitive score on the combined verbal-quantitative sections and/or the individual verbal or analytical writing sections of the GRE may take up to 9 hours of graduate courses as non-degree-seeking students. To be admitted into the graduate program, however, they must earn a 3.3 GPA or higher in the graduate-level history courses they take under this status.

Generally, applicants who meet all of the above requirements but do not have an undergraduate degree in History must complete 12 hours of history course work at the 3000 and 4000 level, with a 3.25 GPA in these courses, before entering the graduate program. These courses will not count toward the graduate degree. The History Department Graduate Committee can waive this requirement, in whole or in part, when applicants present evidence that they are capable of successfully completing graduate history courses.

If, in addition, applicants do not meet one of the other requirements for entry, such as a GPA of 3.0 in all work attempted while registered as an undergraduate student, or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours), or a competitive score on the combined verbal/quantitative and/or the individual verbal or analytical writing sections of the GRE ~~and/or on the verbal portion of the GRE~~, they must complete 12 hours of course work at the 3000 and 4000 level with GPA of 3.5 before they can be admitted to the graduate program.

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

Application Deadlines

History MA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jun 1	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

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

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

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☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: Department of History

Name of program, track and/or certificate: Public History Track (History MA)

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

We are updating the list of courses that satisfy Specialization & Elective requirements to include courses created over the past several years; clarify minimum expectations of thesis hours credits; and adjusting the language regarding the GRE for Admissions.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

- Add 3 courses that can satisfy the Specialization and Western Hemisphere Electives.
- Delete 1 course from Specialization and Western Hemisphere Electives (course has been discontinued).
- Add 2 courses that can satisfy the Eastern Hemisphere Electives.
- Delete 2 courses from Eastern Hemisphere Electives (courses have been discontinued).
- Specify that there is a minimum of 6 hours of thesis hours required.
- Clarify language for GRE requirement for admission.

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

_____

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

If yes, how will current students be impacted by this change?

n/a

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

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Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) John Sacher (Signature) [signature] Date 11/5/15

College Academic Standards (Print) Lynn Hoover (Signature) [signature] Date 11/20/15

College Dean (Print) José B. Fernández (Signature) [signature] Date 11/20/15

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

Graduate Dean (Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President: _____ Date _____

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TRACK DESCRIPTION

The Public History Track in the History MA program is designed to teach students how to preserve and interpret history while engaging a broad variety of audiences. Students who wish to pursue careers in community and local history, digital history, historic site preservation and administration, museum studies, oral history, heritage tourism, or a variety of other careers that employ applied research will find this degree valuable and rewarding.

Read More ▼▲

CURRICULUM

The Public History track requires a minimum of 36 credit hours beyond the bachelor's degree, including 9 credit hours of required core courses, 15 credit hours in the public history area of concentration, and; 6 credit hours of elective courses taken outside of the area of concentration. All students must pass a foreign language competency test, pass a written examination in two fields, and successfully complete and defend their thesis or project. No graduate credit is given for any grade lower than "B- ."

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

Required Courses—24 Credit Hours

Core—9 Credit Hours

- HIS 5067 Introduction to Public History (3 credit hours)
- HIS 6159 Historiography (3 credit hours)
- HIS 6905 History Capstone Class (3 credit hours)

Specialization—15 Credit Hours

Students must take 9 credit hours of Public History courses or internships from the following:

- AMH 6346 Seminar in the History of American Automobility (3 credit hours)
- AMH 6429 Seminar in Community and Local History (3 credit hours)
- AMH 6592 Seminar in Oral History (3 credit hours)
- HIS 5083 Cultural Heritage Management (3 credit hours)
- HIS 5095 Readings in Historic Preservation (3 credit hours)
- HIS 5925 History in the Digital Age (3 credit hours)
- HIS 6068 Seminar in Documentary Editing and New Media (3 credit hours)
- HIS 6096 Seminar in Historic Preservation (3 credit hours)
- HIS 6165 Digital Tools for Historians (3 credit hours)
- HIS 6942 Internship (3 credit hours)

In addition, students must take 6 credit hours from the following Western Hemisphere courses:

Western Hemisphere Courses: Caribbean, North American, or South American

- AMH 5116 Colloquium in U.S. Colonial History (3 credit hours)
- AMH 5137 Colloquium in U.S. Revolutionary Period (3 credit hours)
- AMH 5149 Colloquium in Early U.S. History, 1789-1815 (3 credit hours)
- AMH 5169 Colloquium in Age of Jackson (3 credit hours)
- AMH 5176 Colloquium in Civil War and Reconstruction (3 credit hours)
- AMH 5219 Colloquium in Late 19th Century U.S. (3 credit hours)
- AMH 5296 Colloquium in 20th Century U.S. (3 credit hours)
- AMH 5378 History of Technology (3 credit hours)
- AMH 5391 Colloquium in U.S. Cultural History (3 credit hours)
- AMH 5406 Colloquium in American South (3 credit hours)
- AMH 5446 Colloquium in U.S. Frontier (3 credit hours)
- ~~AMH 5515 Colloquium in U.S. Diplomatic History (3 credit hours)~~
- AMH 5566 Colloquium: Women in American History (3 credit hours)
- AMH 5636 Colloquium in US Environmental History (3 credit hours)
- AMH 5925 Colloquium in U.S. Military History (3 credit hours)
- AMH 6939 Seminar in U.S. History (3 credit hours)
- LAH 5713 Colloquium in U.S.-Latin American Relations (3 credit hours)
- LAH 5920 Colloquium in Latin American History (3 credit hours)
- LAH 6936 Seminar in Latin American History (3 credit hours)

Elective Courses—6 Credit Hours

Students choose 6 hours of electives in the Eastern Hemisphere field, from the following:

Eastern Hemisphere Courses: African, Asian and Middle Eastern, or European

- AFH 5259 Colloquium in African History (3 credit hours)
- AFH 5806 The Historiography of Slavery in Africa (3 credit hours)
- ~~ASH 5227 The Arab-Israeli Conflict (3 credit hours)~~
- ASH 5229 History of the Middle East (3 credit hours)
- ASH 5408 Colloquium in Modern China (3 credit hours)
- ASH 5485 U.S. China Relations (3 credit hours)
- ASH 5925 Colloquium in South Asian History (3 credit hours)
- ASH 6936 Seminar in U.S. China Relations (3 credit hours)
- ~~EUH 5247 Colloquium in Europe from 1919-1939 (3 credit hours)~~
- EUH 5285 Colloquium in Europe Since World War II (3 credit hours)
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- EUH 5579 Colloquium in Soviet Russia (3 credit hours)
- EUH 5595 Colloquium in Czarist Russia (3 credit hours)
- EUH 5905 European Imperialism (3 credit hours)

- EUH 5925 Colloquium in Medieval Europe (3 credit hours)
- EUH 6939 Seminar in European History (3 credit hours)

Thesis—6 Credit Hours

- HIS 6971 Thesis (6 credit hours minimum)

The culminating event of the program is a minimum of six credit hours at the 6000-level developing and sustaining a historical argument in writing according to the accepted professional and ethical standards of the discipline.

Thesis or Project -Defense

The final step in completing the thesis requirement is a one-hour oral defense before the thesis committee.

Comprehensive Examination

Each candidate for the Master of Arts in History must pass written examinations in two fields upon conclusion of regular course work and before beginning a thesis. These examinations must be taken and passed as part of the requirements for the capstone course. Students are provided two attempts at successfully passing the examinations. Each student will also submit a thesis prospectus and preliminary bibliography, which the three members of the student's thesis committee judge acceptable as the preliminary step to beginning the thesis. An oral defense of the written exams and the thesis prospectus and bibliography is also a requirement of the capstone course.

Foreign Language Competency

Students will also be expected to demonstrate a reading competency in one foreign language. The foreign language examination must be completed one semester prior to the thesis defense.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in History (or an equivalent).
- A 3.25 GPA in all upper division history courses taken as an undergraduate student.
- Official, competitive GRE score taken in the last five years.

- A written statement describing personal goals and objectives in seeking a graduate degree in history.
- Three letters of recommendation from former professors who can address applicant's ability to undertake graduate-level history courses.
- A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

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If, in addition, applicants do not meet one of the other requirements for entry, such as a GPA of 3.0 in all work attempted while registered as an undergraduate student, or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours) or a competitive score on the combined verbal/quantitative and/or the individual verbal or analytical writing sections of the GRE ~~and a competitive score on the verbal portion of the GRE~~, they must complete 12 hours of course work at the 3000 and 4000 level with GPA of 3.5 before they can be admitted to the graduate program.

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

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University of Central Florida

Office of the Dean
College of Arts and Humanities

MEMORANDUM

TO: Dr. Deborah Breiter, Professor and Chair
Graduate Curriculum Committee

FROM: Lynn Hepner, Associate Dean
College of Arts and Humanities

RE: Theatre Split-Level Courses

DATE: December 18, 2015

==========

We request that the following courses currently designated as split-level offerings be "un-split":

- TPP 3251C Musical Theatre Monologue and TPP 5273 Musical Theatre Acting I
- TPP 3252C Musical Theatre Scene Study and TPP 6274 Musical Theatre Acting II
- TPP 3257C Musical Theatre Voice Techniques and TPP 5754 Musical Theatre Voice I
- TPP 3258C Musical Theatre Voice Styles and TPP 6755 Musical Theatre Voice II
- TPP 4259C MT Applied/Studio Voice III and TPP 6756 Musical Theatre Voice III
- TPP 4923C MT Applied/Studio Voice VI and TPP 6757 Musical Theatre Voice IV

These courses were established as split-level offerings prior to the current College of Graduate Studies policy regarding split-level courses. These courses haven't been scheduled as split-level in many years and our intent is to schedule them separately.

Thank you

P.O. Box 161990 • Orlando, Florida 32816-1990 • (407) 823-2251 • FAX (407) 823-5156
An Equal Opportunity and Affirmative Action Institution

UNIVERSITY OF CENTRAL FLORIDA
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This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Engineering and Computer Science

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: Computer Science Department

Name of program, track and/or certificate: Master of Science in Digital Forensics

Please check all that apply: This action affects a: ☑ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

The proposed changes include adding additional elective courses to the list of restricted elective courses, to allow more course selections for students; a minor name change to one of the specialization's name, from "Criminal justice" to "Criminal justice and Electronic Discovery", to reflect the inclusion of additional elective course; and replacing the non-thesis Internship with a "course option" for students to take two formal classes (6 hours), beyond the Required courses (12 hours) and Restricted Elective Courses (12 hours), to complete the degree's course requirements. The program's "Independent Learning" requirement is satisfied by successful completion of a master's thesis or completing a capstone course CIS 6207.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

- Add additional Electives to the list of Restricted Elective Courses

Computing Specialization:
Select two courses
(add one course to the list)
EEL 6347 Trustworthy Hardware (3 credit hours)

- Rename the "Criminal Justice Specialization" to "Criminal Justice and Electronic Discovery Specialization", and add several courses to the list:

CCJ 5015 Nature of Crime (3 credit hours)
CCJ 5456 The Administration Of Justice (3 credit hours)
CCJ 6704 Research Methods in Criminal Justice (3 credit hours)
CJL 6568 Law and Social Control (3 credit hours)
CIS 6206 Electronic Discovery for Digital Forensics Professionals (3 credit hours)

- Drop the non-thesis Internship option, replace it with:

Two Formal Classes - 6 hours
For those students not interested in a thesis they can enroll in two formal classes (6 hours) to fulfill the degree requirements.
Take two electives (a total of 6 hours) from the list of Restricted Electives section above.

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by this change?

Existing students may complete the degree requirements by taking an Internship class CAP 6946 and following the requirements for the non-thesis option. Alternatively, they may choose to use the "course option" by taking two formal classes (excluding the Internship class) and following the revised curriculum after the proposed changes take effect.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) Gary T. Leavens (Signature) [signature] Date 11/13/15

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

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 Knowledge Management; Academic Services; College of Graduate Studies

MSDF Faculty

Computer Science

Sheau-Dong Lang
Program Coordinator

Ratan Guha
Professor

Damla Turgut
Associate Professor

Cliff Zou
Associate Professor

Daniel Purcell
Adjunct Instructor

Joseph Schwerha
Principal of TraceEvidence, LLC.

CHEMISTRY / FORENSIC SCIENCE

Michael Sigman
Professor and Director of NCFS

Carrie Whitcomb
Director of NCFS (retired)u

Thomas Sadaka
Adjunct Professor

CRIMINAL JUSTICE & LEGAL STUDIES

Michael Reynolds
Associate Professor

Robert Ford
Instructor

PROGRAM DESCRIPTION

The Digital Forensics MS program will consider international applicants only on a case-by-case basis. Please contact the program at msdf-info@cs.ucf.edu ~~Program Director, Dr. Lang at slang@ucf.edu~~ to determine eligibility before submitting an official application.

The Digital Forensics master's degree is a collaborative effort between various UCF academic departments (Electrical Engineering and Computer Science, Forensic Science of Chemistry, Criminal Justice, and Legal Studies) and the National Center for Forensic Science (NCFS). NCFS is both a national center, as part of the National Institute of Justice Forensic Research Network of the Department of Justice, and a state Type II Center. NCFS is based in the UCF College of Sciences as a forensic science research center and is housed in Orlando's Research Park, adjacent to UCF.

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

CURRICULUM

The Digital Forensics MS degree is comprised of 30 hours of study beyond the bachelor's degree with required, intensive specialization in topics related to digital forensics. The degree program prepares students, including working professionals, who will pursue the degree on a part-time basis to gain the knowledge and skills required to work as an examiner in the field. The program may also be taken by those who have an interest in scientific applications and research in the field, and who would like to continue to a doctoral degree program or law school after completion.

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

The program requires the completion of 30 credit hours beyond the bachelor's degree and offers both a thesis option (6 credit hours) or an opportunity to complete an internship (6 credit hours) in the field. At least one half of the credit hours must be at the 6000 level.

Articulation

Undergraduate articulation courses may be required for students with BS and/or MS degrees in fields other than a computer-related field. The articulation courses will be determined by the graduate program director. Students without a computer-related degree must be versed in basic computing and networking knowledge and skills, including computer (PC) hardware, computer operating systems, and computer networking. Appropriate job- or training-related experience may be a suitable substitution, the suitability of which will be determined by the admissions committee. Courses taken to correct deficiencies cannot be used to satisfy minimum degree

requirements. Some advanced elective courses require a programming background, specifically in C and C++, computer architecture, and parallel programming.

Required Courses—12 Credit Hours

- CGS 5131 Computer Forensics I: Seizure and Examination of Computer Systems (3 credit hours)
- CHS 5504 Topics in Forensic Science (3 credit hours)
- CIS 6207 The Practice of Digital Forensics (3 credit hours)
- CNT 6418 Computer Forensics II: Network Security, Intrusion Detection and Forensic Analysis (3 credit hours)

Restricted Elective Courses—12 Credit Hours

Computing Specialization

Select two courses.

- CAP 6133 Advanced Topics in Computer Security and Computer Forensics (3 credit hours)
- CNT 6519 Wireless Security and Forensics (3 credit hours)
- CAP 6135 Malware and Software Vulnerability Analysis (3 credit hours)
- COP 6525 Distributed Processing of Digital Evidence (3 credit hours)
- CIS 6386 OS and File System Forensics (3 credit hours)
- CIS 6395 Incident Response Technologies (3 credit hours)
- EEL 6347 - Trustworthy Hardware (3 credit hours)

Criminal Justice and Electronic Discovery Specialization

Select one course.

- CCJ 5015 Nature of Crime (3 credit hours)
- CCJ 5456 The Administration Of Justice (3 credit hours)
- CCJ 6074 Investigative and Intelligence Analysis: Theory & Methods (3 credit hours)
- CCJ 6704 Research Methods in Criminal Justice (3 credit hours)
- CCJ 6706 Quantitative Methods and Computer Utilization in Criminal Justice or ESI 5219 Engineering Statistics (3 credit hours)
- CJE 6688 Cybercrime and Criminal Justice (3 credit hours)
- CJL 6568 Law and Social Control (3 credit hours)
- CIS 6206, Electronic Discovery for Digital Forensics Professionals (3 credit hours)

Note: Students can take additional Criminal Justice ~~/ Legal Study~~ Courses as they fit into a student's research interest and approved Program of Study.

Forensic Science and Legal Studies Specialization

Select one course.

- CHS 5596 Forensic Expert in the Courtroom (3 credit hours)
- CHS 5518 The Forensic Collection and Examination of Digital Evidence (3 credit hours)
- PLA 5587 Current Issues in Cyberlaw (3 credit hours)

Thesis Option—6 Credit Hours

- CAP 6971 Thesis (6 credit hours)

The College of Engineering and Computer Science requires that all thesis defense announcements are approved by the student's adviser and posted on the college's website and on the Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

~~**Internship—6 Credit Hours**~~

~~For those who would like real-world experience, an internship and additional elective should be taken to fulfill degree requirements.~~

- ~~CAP 6946 or CET 6946 Graduate Internship (3 credit hours)~~
- ~~Elective (3 credit hours; from the courses listed in the Restrictive Electives section above)~~

Course Option—6 Credit Hours

For those students not interested in a thesis, they can enroll in two formal classes (6 hours) to fulfill the degree requirements.

- Take two electives (a total of 6 hours) from the list of Restricted Electives section above.

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Equipment Fee

Students in the Digital Forensics MS program pay an $82 equipment fee each semester that they are enrolled. Part-time students pay $41 per semester.

Independent Learning

The Independent Learning Requirement is met by successful completion of a master's thesis ~~or the program's internship/practicum experience~~ or completing a capstone course CIS 6207~~.~~

Application Requirements

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

The College of Engineering and Computer Science strongly encourages prospective applicants to request a free pre-screening (www.cecs.ucf.edu/prescreen) of their qualifications prior to submitting an online application for graduate admission. However, a pre-screening is not required; rather, it is offered as a courtesy to all prospective applicants before they commit to submitting a complete online application and paying an application processing fee.

Admissions decisions are made on the basis of a complete online application only, and not on the basis of any pre-screening. Prospective applicants who are encouraged to apply to their intended graduate program based on the information provided for their pre-screening are not assured of admission or financial assistance when they submit a complete online application. Although it is possible, it is not likely, that prospective applicants who are discouraged from formally applying to a graduate program at the pre-screening stage will be admitted if they elect to submit a complete online application anyway.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Statement of educational, research, and professional career objectives.
- Résumé.
- Three letters of recommendation.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program. The GRE is not required for admission into this program.

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

Digital Forensics MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	-
International Applicants	-	-	-	-
International Transfer Applicants	-	-	-	-

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

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

Fellowships

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

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☐ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Education and Human Performance

Proposed Effective Term/Year: 2016-2017

Unit(s) Housing Program: Educational and Human Sciences

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

Please check all that apply: This action affects a: ☐ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Deletions of all three of the following existing tracks: Coaching, Sport Nutrition and Applied Exercise Physiology. The M.S. Program will be Sport and Exercise Science: Applied Exercise Physiology.

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

The Master of Science in Sport and Exercise Science provides an in-depth study of applied human physiology and how it relates to athletic performance and health and wellness across the lifespan. The tracks are being deleted for two reasons: The Sport Nutrition Track is being deleted because it was confusing to students who assumed it was an RD (Registered Dietitian) program. The Coaching Track is being deleted because it is very difficult to secure qualified individuals with terminal degrees who are qualified to teach the required courses. In addition, in discussions with the dean, it was determined that the need for future faculty was in other specializations in Sport and Exercise Science and not in coaching.

Briefly list curriculum 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.**

* Required Courses: PET 6395 Program Design in Strength and Conditioning will be replaced with PET 6376 Sport Nutrition.
* Elective Courses: PET 6376 Sport Nutrition will be replaced with PET 6096 Youth Physical and Athletic Development and PET 6395 Program Design in Strength and Conditioning will be added.

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

_____

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

If yes, how will current students be impacted by this change?

Current students will not be impacted by this change. The required classes will continue to be taught and they will have the ability to complete their current program/track.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director	(Print) Jay Hartman	(Signature)		Date	11/19/15
College Academic Standards	(Print) Elsie L. Olan	(Signature)		Date	12-1-15
College Dean	(Print) Rosemarye Taylor	(Signature)		Date	12-7-15
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 Knowledge Management; Academic Services; College of Graduate Studies

Sport and Exercise Science MS

~~Program TRACKS~~

~~Applied Exercise Physiology~~

~~Coaching~~

~~Sport Nutrition~~

College : Education and Human Performance	**Degree** :MS
Department : Educational and Human Sciences	**Option** : Thesis, Nonthesis
Program Websites : http://education.ucf.edu/sportexscience/	

PROGRAM DESCRIPTION

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

CURRICULUM

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

The Master of Science in Sport and Exercise Science offers a thesis and nonthesis option for students. Both the thesis and nonthesis options require a minimum of 36 credit hours. Students selecting the thesis option must receive a commitment from a faculty adviser for approval to do the thesis option in the program. Both options require a minimum of 18 credit hours of course work at the 6000 level. ~~Students in the MS program in Sport and Exercise Science have a choice of three tracks: Applied Exercise Physiology, Coaching, or Sport Nutrition.~~

~~Students in the Applied Exercise Physiology and Sport Nutrition tracks will focus on an academic curriculum that prepares them for careers in research, strength and conditioning, fitness training, and health and wellness. Students that choose the Coaching track will focus on an academic curriculum that prepares them for a career in coaching.~~

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

Independent Learning

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

APPLICATION REQUIREMENTS

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

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

Application Deadlines

Sport and Exercise Science MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

FINANCIALS

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The

Financial Information section of the Graduate Catalog is another key resource.

Fellowships

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

Contact INFO

Request Program Information

Graduate Program

Jeffrey Stout PhD
Associate Professor
jeffrey.stout@ucf.edu
Telephone: 407-823-0211
ED 320K Map

Graduate Admissions

Cameron Leonard
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230 Map
Online Application
Graduate Admissions

Mailing Address

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

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

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

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

UCF Stands For Opportunity

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Sport and Exercise Science MS

~~Applied Exercise Physiology~~ ~~Track~~

Sport and Exercise Science M.S.

~~Program TRACKS~~

~~Applied Exercise Physiology~~
~~Coaching~~
~~Sport Nutrition~~

College : Education and Human Performance	**Degree** :MS
Department : Educational and Human Sciences	**Option** : Thesis, Nonthesis
Program Websites : http://education.ucf.edu/sportexscience/	

~~TRACK DESCRIPTION~~

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

CURRICULUM

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

Required Courses—15 Credit Hours

- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)
- PET 5355 Exercise and Health (3 credit hours)
- ~~PET 6395 Program Design in Strength and Conditioning (3 credit hours)~~
- PET 6376 Sport Nutrition (3 credit hours)
- PET 6389 Physiological Aspects of Sport and Training (3 credit hours)
- PET 6515 Assessment and Evaluation in Sport and Exercise Science (3 credit hours)

Elective Courses—15-18 Credit Hours

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

- ~~PET 6376 Sport Nutrition (3 credit hours)~~
- PET 6096 Youth Physical and Athletic Development (3 credit hours)
- EDF 6401 Statistics for Educational Data (3 credit hours)
- PET 6357C Environmental Perturbation and Human Performance (3 credit hours)
- PET 6366 Exercise, Nutrition and Weight Control (3 credit hours)
- PET 6381 Physiology of Neuromuscular Mechanisms (3 credit hours)
- PET 6388 Cardiovascular Physiology (3 credit hours)
- PET 6521 Exercise Physiology Instrumentation (3 credit hours)
- PET 6690 Exercise Prescription for Special Populations (3 credit hours)
- PET 6363 Dietary and Nutritional Supplementation for Athletic Performance (3 credit hours)
- PET 6395 Program Design in Strength and Conditioning (3 credit hours)
- PET 7387 Exercise Endocrinology (3 credit hours)
- PET 7535 Research and Experimental Design in Exercise Physiology (3 credit hours)

Thesis Option—6 Credit Hours

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

- PET 6971 Thesis (6 credit hours)

Nonthesis Option—3-6 Credit Hours

Students select one of the following courses.

- PET 6910 Problem Analysis (3 credit hours)
- PET 6946 Practicum, Clinical Practice (3-6 credit hours)

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Independent Learning

PET 6910 is the independent learning experience for the program.

APPLICATION REQUIREMENTS

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

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

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

Application Deadlines

Applied Exercise Physiology	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	Apr 15
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
International Transfer Applicants	Jan 15	Mar 1	Sep 1	Dec 15
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

FINANCIALS

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Contact INFO

Request Program Information

Graduate Program

Jeffrey Stout PhD
~~Associate~~ Professor
jeffrey.stout@ucf.edu
Telephone: 407-823-0211
ED 320K Map

Graduate Admissions

Cameron Leonard
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230 Map
Online Application
Graduate Admissions

Mailing Address

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

Institution Codes

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GMAT: RZT-HT-58
TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

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

Catalog Home | About the Graduate Catalog | Events Calendar | Apply Now!

UCF Stands For Opportunity

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UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - ADDITIONS ONLY

This form is to be used to **ADD** degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☑ Library assessment of resources.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Adult-Gerontology Acute Care Nurse Practitioner Certificate

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

DELIVERY: Program will be delivered: ☐ Face to Face ☑ Completely Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☑ No

Brief description of program and rationale for the addition: **Do not add complete catalog copy here.**

See attached.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

No impact on current students.

Future Students

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.

Registered nurses who possess a bachelor of science in nursing degree or bachelors degree in a related field who wish to pursue graduate education in the adult-gerontology acute care nurse practitioner role will enroll in the program. Graduates will be eligible for board-certification from ANCC and AACN and subsequent licensure as an ARNP in the State of Florida. NPs currently practicing outside of the acute care role who wish to obtain board certification as an AGACNP will also constitute enrolled post-graduate certificate students.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Graduates will be eligible for board-certification as AGACNPs by ANCC and AACN and subsequent licensure as ARNPs in the State of Florida. They will gain employment in a wide variety of acute practice settings as Advanced Registered Nurse Practitioners with certification as an Adult-Gerontology Acute Care Nurse Practitioner.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) Susan K. Chase (Signature) SUSAN K. CHASE Date 12/15/15

College Academic Standards (Print) Christopher Blackwell (Signature) [signature] Date 12/15/15

College Dean (Print) [illegible] (Signature) [signature] Date 12/16/15

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 Knowledge Management; Academic Services; College of Graduate Studies

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER TRACK

TRACK DESCRIPTION

The Adult-Gerontology Acute Care Nurse Practitioner Post Graduate Certificate track prepares the advanced practice nurse to care for patients with medically-complex stable and unstable acute, critical, and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care environments. The AGACNP provides a spectrum of care from disease prevention to acute and critical care management. The curriculum prepares students for both the AGACNP board certification examination administered through the American Nurses Credentialing Center and the Acute Care Nurse Practitioner—Adult-Gerontology certification examination administered through the American Association of Critical Care Nurses.

CURRICULUM

22 Credit Hours beyond the Master's Degree

The program prepares nurses who have already completed their graduation education for entry-level advanced practice in acute care. Graduates are prepared to enter the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and provides analytic, critical thinking, and diagnostic reasoning skills to examine practice innovations.

Post Graduate Certificate Prerequisite Courses:

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credits)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credits)
- NGR 6172 Pharmacology for Advanced Nursing (3 credits)
- NGR 5638 Health Promotion (3 credits)

AGACNP Certificate – 22 Credit Hours

Professional Certificate AGACNP Required Courses:

- NGR 6XX1 Adult Gero Acute Care I (3 credits)
- NGR 6XX1L Diagnostics and Skills for Crit Ill (1 credit) (60 hours)
- NGR 6XX2 Adult Gero Acute Care II (3 credits)
- NGR 6XX2L Adult Gero Acute Care II Clinical (3 credits, 180 clinical hours)
- NGR 6XXX Critical Care Pharmacology (3 credits)
- NGR 6XX3 Adult Gero Acute Care III (3 credits)
- NGR 6XX3L Adult Gero Acute Care III Clinical (3 credit hours, 180 clinical hours)
- NGR 6XX4L Adult Gero Acute Care Practicum (3 credit hours, 180 clinical hours)

University of Central Florida
College of Nursing

Proposal and Supporting Documents for Adult-Gerontology Acute Care Nurse Practitioner Track
Professional Certificate, Master of Science in Nursing, and Doctor of Nursing Practice Programs

Summary AGACNP Professional Certificate, MSN, and DNP Track Proposal

Purpose and Rationale for Track

The adult-gerontology acute care nurse practitioner (AGACNP) role focuses on care for patients with medically-complex stable and unstable acute, critical, and chronic illness across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care settings (Kleinpell, 2012). The AGACNP provides a spectrum of care from disease prevention to acute and critical care management and was created in part as a response to a critical shortage of medical residency programs in hospitals (American Association of Colleges of Nursing [AACN], 2011; American Association of Critical Care Nurses 2006). National certification for ACNPs began in 1995; there are now approximately 8000 ACNPs certified in the United States (American Nurses Credentialing Center, 2009, 2010).

Although practice for the ACNP has been recognized as incorporating the entire spectrum of adults including young adults, adults, and older adults (Kleinpell, 2012), in 2013, both acute care certifying bodies, the American Nurses Credentialing Center (ANCC) and American Association of Critical Care Nurses, expanded the certification scope of the role to encompass patients across the adult-gerontology lifespan and redefined the ACNP credential as the AGACNP.

The Consensus Model for Advanced Practice Registered Nurse (APRN) Regulation outlines that ACNPs' care includes diagnosing, treating, and managing patients with acute and chronic illnesses and diseases (Kleinpell, 2012). AGACNPs order, perform, supervise, and interpret laboratory, diagnostic, and imaging studies. They also prescribe medication and durable medical equipment; and make appropriate referrals for patients and families (APRN Consensus Work Group & National Council of State Boards of Nurses, 2008). The most recent American Academy of Nurse Practitioner Sample Survey was conducted in 2012 and designates ACNP practice as the third largest specialty area of NP practice, an increase from fifth in 2010 (American Association of Nurse Practitioners, 2012).

The nurse practitioner programs in the College of Nursing (CON) include tracks that prepare students to become family nurse practitioners (FNPs) and adult-gerontology primary care nurse practitioner (AGPCNPs). Despite formal educational preparation to provide services in primary care settings, many FNP and AGPCNP graduates from the CON choose to work in high-acuity clinical areas, including critical/intensive care units. Unfortunately, this represents a serious legal and ethical dilemma related to scope of practice of the graduate and also raises concerns related to patient safety.

The College of Nursing has an excellent reputation for its responsiveness to community and individual teaching-learning needs. The AGACNP program will be offered in one of three possible terminal endpoints. First, a professional certificate track will be offered for master- or doctorally-prepared nurses or NP's who wish to obtain the necessary education and clinical experience to become board-eligible for the AGACNP certification examination. Students without a graduate degree can elect to enter the program in either a post-BSN to MSN plan of study which will terminate with an MSN degree or a post-BSN to DNP route, which will reward an MSN after the completion of the AGACNP portion of the curriculum but matriculate into

upper level doctoral courses without additional application.

All three tracks will be provided using an online delivery format, with extensive synchronous instruction requirements throughout. Students will come to campus several times during the first two AGACNP laboratory skills and clinical courses for face-to-face hands-on advanced intensive care skills training with guest clinicians from the community. But the remainder of the didactic content in subsequent semesters will be delivered in a fully on-line fashion. Clinical courses will also have a one-time per semester all-day simulation experience, with on-campus attendance a requirement.

An online format is consistent with the move in nurse practitioner education towards online education and should attract a broader number of applicants by accommodating the adult working nurse learner. Clinical courses will require immersion in an acute care practice environment with either a physician or nurse practitioner preceptor and will also have some content delivered on-line. The curriculum will be presented in a format that supports collaboration and interprofessional learning experiences and will advance the application of nursing knowledge and practice for the purpose of improving health care for diverse populations.

Career and student outcomes

Career goals for successful students will include the delivery of advanced practice nursing in a variety of practice arenas including acute care facilities, proprietary and non-proprietary specialty clinics, home and long term care facilities. Beyond advanced nursing practice and depending on the level of preparation chosen, graduates will engage in the development of evidence-based policy and decision making for health care system and care innovation.

The objectives of the proposed AGACNP program were developed to be consistent with national guidelines authored by the American Association of Colleges of Nursing (AACN) the organization that accredits the nurse practitioner programs in the CON at UCF. AACN (2012) is the author of the document *Adult-Gerontology Acute Care Nurse Practitioner Competencies,* which proscribes outcome expectations of AGACNP program graduates.

The AACN competencies define several areas of practice, including 1) Health promotion, health protection, disease prevention, and treatment; 2) the nurse practitioner-patient relationship; 3) teaching-coaching function; 4) professional role; 5) managing and negotiating healthcare delivery systems; and 6) monitoring and ensuring the quality of healthcare practice. Graduates from the AGACNP program in the CON will demonstrate mastery of these areas of practice through a variety of appropriate formative and summative evaluation methods that will encompass both didactic and clinical knowledge. The goal of the program will to have an AGACNP board-certification examination pass rate that meets or exceeds the national passing rate for first-time test takers.

Target audience and Demonstrated Needs

The AGACNP track is a dynamic and engaging academic curriculum that prepares the advanced practice nurse for clinical and non-clinical responsibilities within varied healthcare

NGR 6172 Pharmacology for Advanced Nursing (3 credits)
NGR 5638 Health Promotion (3 credits)

New courses developed for the AGACNP Certificate, MSN or DNP Include:

NGR 6XX1 Adult Gero Acute Care I (3 credits)
NGR 6XX1L Diagnostics and Skills for Crit Ill (1 credit) (60 hours)
NGR 6XX2 Adult Gero Acute Care II (3 credits)
NGR 6XX2L Adult Gero Acute Care II Clinical
(3 credits, 180 clinical hours)
NGR 6XXX Critical Care Pharmacology (3 credits)
NGR 6XX3 Adult Gero Acute Care III (3 credits)
NGR 6XX3L Adult Gero Acute Care III Clinical
(3 credit hours, 180 clinical hours)
NGR 6XX4L Adult Gero Acute Care Practicum
(3 credit hours, 180 clinical hours)

Accreditation was obtained from the Commission on Collegiate Nursing Education (CCNE) in 2007 for a maximum of 10 years for the baccalaureate and master's programs. In 2015, CCNE awarded the new Doctor of Nursing Practice (DNP) Program accreditation for the maximum period of 10 years.

There are no proposed changes for the current MSN or DNP level FNP and AGPCNP track, so no transition plan is necessary. The post-BSN to MSN, post-BSN to DNP, and professional certificate AGACNP track will enroll a completely new group of students.

Resources

Faculty

The College of Nursing is fortunate to have an exceptional group of faculty members. Faculty members have been recognized regionally, nationally, and internationally for their contributions to nursing. Many faculty members are authors of nationally utilized nursing textbooks spanning topics regarding rural health, patient safety, nursing diagnosis, critical care and maternal and women's health nursing.

The CON recently awarded sabbatical to a tenured associate professor faculty member to allow release time for him to become board-certified and educated as an AGACNP. That faculty member graduated with a professional AGACNP post-graduate certificate in December of 2013 from the University of Florida and became nationally certified as an AGACNP in January of 2014. This faculty member will be the primary faculty member responsible for the administration of the new courses and oversight of the program. However, many board-certified AGACNPs,

ACNPs, physicians, respiratory therapists, and other professionals will also work in the delivery of the AGACNP program content. In addition, the non acute care focused courses within the curriculum will continue to be taught by the current NP and non-NP graduate faculty.

Faculty available to teach in the proposed program are listed in the table below. One additional full-time faculty member with acute care NP board certification and doctoral preparation is currently being recruited.

AGACNP Track *(New courses)*	Faculty Available to Teach
NGR XXXX Adult Gero Acute Care I (3 credits) NGR XXXXL Diagnostics and Skills for Crit Ill (1 credit) (60 hours) NGR XXXX Adult Gero Acute Care II (4 credits) NGR XXXXL Adult Gero Acute Care II Clinical (3 credits, 180 clinical hours) NGR XXXX Survey in Critical Care Pharmacology (3 credits) NGR XXXX Adult Gero Acute Care III (4 credits) NGR XXXXL Adult Gero Acute Care III Clinical (3 credit hours, 180 clinical hours) NGR XXXXL Adult Gero Acute Care Practicum (3 credit hours, 180 clinical hours)	Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE Frank Guido-Sanz, PhD, ARNP, ANP-BC Stephen Heglund, PhD, ARNP New Hire with open search Clinical Adjunct Faculty

Implementation

There is no change in admission criteria for the post-BSN to MSN or post-MSN to DNP AGACNP programs. Admission criteria will be the same as the current admission criteria for the respective degree programs for the FNP and AGPCNP programs. Applicants to the professional certificate AGACNP program will be held to the same admission criteria as the MSN and DNP AGACNP applicants. However, these applicants must have completed a graduate degree in nursing from a regionally accredited program.

The program is projected to admit MSN and DNP students for Fall 2016 start, so new specialty courses will be offered for the first time in Summer 2017. The first certificate students will join this cohort.

Other Graduate AGACNP Courses available in the university
The nine proposed new courses have no direct equivalent in any other UCF college.

Proposed AGACNP Professional Certificate, MSN, and DNP timeline:

Date/Time Period	Activity
Dec 2015	• Present proposal to CON MSN/DNP Curriculum Committee and Graduate Department for approval (needs to be presented at 2 meetings; consider additional special agenda meeting or electronic discussion)
Dec 2015	• Present proposal to CON Graduate Department for approval
Jan 2016	• Present proposal and new and revised courses to the Graduate Curriculum Committee for approval • Once approved begin communicating and promoting program and application process
March 2016	• Begin accepting applications for part-time and full-time enrollment for Fall 2015 AGACNP post-BSN to MSN and post-BSN to DNP
August 2016	• Begin Post-BSN MSN and DNP AGACNP Track
May 2017	• Begin Post-MSN Professional Certificate AGACNP Track

Plan of Study for the part-time and full-time curriculum for the post-BSN to MSN, post-MSN to DNP, and professional certificate AGACNP track is included as a separate document.

Graduate Certificate Adult-Gerontology Nurse Practitioner Plan of Study
Part-Time Summer

Name: **PID:** **Knight's Email:**

Advisor: Dr. Christopher Blackwell **Admission Date: Spring** **Personal Email:**

Semester/Year	Courses
Summer 1 **(7 credits)**	**NGR 6xx1** Adult-Gerontology Acute Care I (3 credit hours) **NGR 6xx1L** Diagnostics and Skills for Care of the Crit III (1 credit hour: 60 lab hours) **NGR 6xxx** Critical Care Pharmacology (3 credit hours)
Fall 1 – Submit Graduate Certificate Completion Form **(6 credits)**	**NGR 6xx2** Adult-Gerontology Acute Care II (3 credit hours) **NGR 6xx2L** Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 hours)
Spring 1 **(6 credits)**	**NGR 6xx3** Adult-Gerontology Acute Care III (3 credit hours) **NGR 6xx3L** Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 hours)
Summer 2 **(3 credits)**	**NGR 6XX4L** Adult-Gerontology Acute Care Practicum (3 credit hours; 180 hours)

Graduate Certificate Adult-Gerontology Nurse Practitioner Plan of Study
Part-Time Summer

Date	Notes	Advisor Initials

Curriculum - Total Hours (22 credit hours, 60-120 lab hours; 540 clinical hours)

Prerequisite Courses—12 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 clinical hours)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)

Required Courses—22 Credit Hours

- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
- NGR 6xx1L Diagnostics and Skills for Care of the Critically Ill (1 credit hour, 60 laboratory hours)
- NGR 6xxx Critical Care Pharmacology (3 credit hours)
- NGR 6xx2 Adult-Gerontology Acute Care II (3 credit hours)
- NGR 6xx2L Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx3 Adult-Gerontology Acute Care III (3 credit hours)
- NGR 6xx3L Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum (3 credit hours; 180 clinical hours)

Please contact your advisor any time you need to make a change to the POS. Failure to do so could create problems with registration, progression and extend your date of graduation.

To: Dr. Susan Chase, Associate Dean for Graduate Affairs
Dr. Diane Andrews, Associate Professor
Dr. Christopher Blackwell, Acute Care Nurse Practitioner Track Coordinator
Ms. Ying Zhang, Interim Dept. Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries

From: Andrew Todd, Nursing Subject Librarian and Terrie Sypolt, Education Subject Librarian

Subject: **Library Evaluation for the Proposed Acute Care Nurse Practitioner Track**

Several institutions in the U.S. have this Acute Care Nurse Practitioner graduate degree, although in some cases it is found with a Gerontological emphasis. UCF Librarians Terrie Sypolt and Andrew Todd, along with College of Nursing Faculty Dr. Christopher Blackwell selected the universities for comparative review.

When reviewing support for the Acute Care Nurse Practitioner Track of Master of Science in Nursing, the selection team chose the following institutions for the comparison:

- University of Florida
- University of North Carolina
- University of South Carolina
- Boise State University

To determine what journal titles to include in the analysis, we reviewed journal lists found in relevant Libguides of top institutions such as Georgetown University. We supplemented this effort by performing library catalog search for related subject headings (i.e., Intensive care nursing – Periodicals, Emergency nursing – Periodicals, Critical care – Periodicals, etc.) and by consulting the appropriate nursing faculty.

Databases: The UCF Libraries' databases compare favorably with those of the chosen institutional programs. UptoDate would be a good additional database for this program. UpToDate is an evidence-based clinical decision support resource authored by physicians to help healthcare practitioners make informed decisions at the point of care. Three of the five institutions subscribe to this database. If the Acute Care Nurse Practitioner Track program evolves to the DNP level, then UptoDate is clearly something that we need to purchase. With that exception, we have the databases needed to support the proposed Acute Care Nurse Practitioner Track in Nursing. No other databases are needed to support this program.

Journals: The UCF Libraries' journal holdings compare favorably to those of the other institutions. We lacked the journals *Research in Gerontological Nursing* and *Current Opinion in Critical Care*. In both cases, only two of the four other libraries had either title. Since UCF currently has all other journals on the list, we can support the newly proposed track on Intervention Services.

Books: The number of University of Central Florida Libraries' book volume holdings were either highest or second highest as compared to the other institutions' holdings in the seven LC/NLM subject heading areas we analyzed. Thus, the book collection currently supports the proposed program library needs well. No additional funds are needed at this time.

Reference books/Background: UCF's reference book collection/background resources compare favorably to other institutions compared.

Based upon the numbers seen in the comparison, UCF's Libraries is able to strongly support the proposed Acute Care Nurse Practitioner program track.

No additional funds are needed at this time. If additional journal titles become available and purchase becomes necessary, the UCF Libraries will need funding from the CON unless additional funds are forthcoming.

Acute and Critical Care Nursing

Database Title	UCF	UF	UNC	USC	Boise State
AccessMedicine	X	X	X	X	
Access Pharmacy	X	X	X		
CINAHL	X	X	X	X	X
ClinicalKey	X		X	X	
Cochrane Database of Systematic Reviews/Cochrane Library	X	X	X	X	X
DynaMed	X				
JAMAevidence	X				
MEDLINE (via EBSCO, Ovid, or ProQuest)	X	X		X	X
Natural Medicines (formerly Natural Standard & NMDC)	X	X	X		
ProQuest Dissertations & Theses Global	X	X	X	X	X
PsycINFO	X				X
PubMed	X		X		X
Science Direct	X				X
STATIRef		X	X		
Up to Date[1]		X[4]	X		X
Web of Science	X	X	X	X	X
WorldCat	X	X	X	X	X

[1] USC – Anatomy & Physiology

[1] UF - On campus and VPN access only

Journals

Journal Title	UCF	UF	UNC	USC	Boise State
AACN Advanced Critical Care	X	X	X	X	X
Academic Emergency Medicine	X				
Accident and Emergency Nursing (continued by International emergency nursing)	X	X	X	X	X
Advanced Emergency Nursing Journal	X	X	X	X	X

Journal Title	UCF	UF	UNC	USC	Boise State
American Journal of Critical Care	x	x	x	x	x
American Journal of Emergency Medicine	x	x	x	x	x
American Journal of Nursing	x	x	x	x	x
American Journal of Respiratory and Critical Care Medicine	x	x	x	SOM	x
Annals of emergency medicine	x	x	x	x	x
BioMed Central Emergency Medicine http://www.biomedcentral.com/bmcemergmed/	x	x	x	x	x
Cancer Nursing	x	x	x	x	x
Chest	x	x	x	x	x
Clinical Nurse Specialist	x	x	x	x	x
Critical Care	x	x	x	x	x
Critical Care Medicine	x	x	x		x
Critical Care Nurse	x	x	x	x	x
Critical Care Nursing Quarterly	x	x	x	x	x
Critical Care Research and Practice	x	x	x	x	x
Current Opinion in Critical Care		x	x		
Dimensions of Critical Care Nursing	x	x	x	x	x
Disaster management & response : DMR (2003-2007; continues Int'l Journal of Trauma Nursing)	x	x	x	x	x
Emergency Medicine Journal: EMJ	x	x	x		*
Geriatric Nursing	x	x	x	x	x
Gastroenterology Nursing	x	x	x	x	x
Heart & Lung: The Journal of Acute and Critical Care	x	x	x	x	x
International Emergency Nursing (continues Accident and Emergency Nursing)	x	x	x	x	x
International Journal of Orthopaedic and Trauma Nursing	x	x	x	x	x
Intensive and Critical Care Nursing	x	x	x		x
Intensive Care Medicine	x	x	x	x	x
Journal of Acute Medicine	x	x	x	x	x
Journal of Addictions Nursing	x	x	x	x	x
Journal of Cardiopulmonary Rehabilitation and Prevention	x	x	x	x	x
Journal of Christian Nursing	x	x	x	x	x
Journal of Critical Care	x	x	x	x	x
Journal of Emergencies, Trauma and Shock	x	x	x		x
Journal of Emergency Medicine	x	x	x	x	x
Journal of Gerontological Nursing	x	x	x	x	x
Journal of Head Trauma Rehabilitation	x	x	x	*	x
Journal of Infusion Nursing	x	x	x	x	x
Journal of Intensive Care Medicine	x	x	x	x	x
Journal of Neurologic Physical Therapy	x	x	x		x
Journal of Neuroscience Nursing	x	x	x	x	x
Journal of Nurse Practitioners	x	x	x		x
Journal of Nursing Education	x	x	x	x	x
Journal of Trauma Nursing	x	x	x	x	x

Journal Title	UCF	UF	UNC	USC	Boise State
Nursing ... Critical Care	x	x	x	x	x
Nursing in Critical Care	x	x	x	x	x
Nurse Educator	x	x	x	x	x
Nursing Education Perspectives	x	x	x	x	x
Nursing Standard	x	x	x	x	x
Online journal of issues in nursing: OJIN	x	x	x	x	x
OR Nurse	x	x	x	x	x
Orthopaedic Nursing	x	x	x	x	x
Point of Care	x	x	x		x
Prehospital and Disaster Medicine	x	x	x		x
Research in Gerontological Nursing			x		x
Trauma	x	x	x	x	x

Numerous journals in Journals@Ovid, EBSCOhost CINAHL Plus with Full Text and Elsevier

SOM = School of Medicine

* = contains older holdings without current subscription (within last 2 years)

Books – All publication dates

Subjects	UCF	UF	UNC	USC	Boise State
Acute disease--Nursing	16	12	17	10	1
Critical care medicine	333	416	300	141	38
Emergency nursing	60	57	45	71	16
Geriatric nursing	188	132	155	231	43
Intensive care nursing	162	72	105	143	33
Nurse practitioners	125	92	98	120	21
Respiratory intensive care	20	24	24	12	7

Reference books

E-Books

E-Book Titles	UCF	UF	UNC	USC	Boise State
AccessMedicine	x	x	x	x	
Access Pharmacy	x	x	x		
Books@Ovid	x	x	x		
ClinicalKey ebooks	x		x	x	
EBSCOhost eBooks	x	x	x		
ebrary	x	x	x	x	x
LWW Health Library	x				
Springer Link	x	x	x		
STAT!Ref		x	x		
Thieme	x	x	x		

Standards:

AACN Scope and Standards for Acute Care Nurse Practitioner Practice
http://www.aacn.org/wd/practice/docs/acnp-scope-and-standards.pdf

Standards for Acute & Critical Care Nursing Practice
http://www.aacn.org/wd/practice/content/standards.for.acute.and.ccnursing.practice.pcms?menu=

Statistics

National Center for Health Statistics http://www.cdc.gov/nchs/
FedStats http://fedstats.sites.usa.gov/
Health Statistics from MedlinePlus https://www.nlm.nih.gov/medlineplus/healthstatistics.html
National Center for Health Statistics (CDC) http://www.cdc.gov/nchs/
State Health Facts Online http://kff.org/statedata/
U.S. Census Bureau http://www.census.gov/

Associations

American Association of Critical Care Nurses http://www.aacn.org/
American College of Nurse Practitioners https://www.aanp.org/

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - ADDITIONS ONLY

This form is to be used to **ADD** degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☑ Library assessment of resources.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Adult-Gerontology Acute Care Nurse Practitioner Doctor of Nursing Practice

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

DELIVERY: Program will be delivered: ☐ Face to Face ☑ Completely Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☑ No

Brief description of program and rationale for the addition: **Do not add complete catalog copy here.**

See attached.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

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Future Students

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

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	Year 1	Year 2	Year 3
Headcount			
SCHs			

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Graduates will be eligible for board-certification as AGACNPs by ANCC and AACN and subsequent licensure as ARNPs in the State of Florida. They will gain employment in a wide variety of acute practice settings as Advanced Registered Nurse Practitioners with certification as an Adult-Gerontology Acute Care Nurse Practitioner.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) SUSAN K. CHASE (Signature) Susan K. Chase Date 12/15/15

College Academic Standards (Print) Christopher Blackwell (Signature) [signature] Date 12/15/15

College Dean (Print) MLSOLL (Signature) [signature] Date 12/16/15

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 Knowledge Management; Academic Services; College of Graduate Studies

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER TRACK

TRACK DESCRIPTION

The Adult-Gerontology Acute Care Nurse Practitioner Doctor of Nursing Practice (DNP) track prepares the advanced practice nurse to care for patients with medically-complex stable and unstable acute, critical, and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care environments at the DNP level, incorporating DNP Essentials in practice with a culminating DNP Project. It provides for awarding the MSN degree in passing when that portion of the curriculum is complete. The AGACNP provides a spectrum of care from disease prevention to acute and critical care management. The curriculum prepares students for both the AGACNP board certification examination administered through the American Nurses Credentialing Center and the Acute Care Nurse Practitioner—Adult-Gerontology certification examination administered through the American Association of Critical Care Nurses.

CURRICULUM

86 Credit Hours (Master's Degree 46 Credit Hours)

The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and provides analytic, critical thinking, and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses.

AGACNP DNP Track Course – 86 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credits)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credits)
- NGR 5638 Health Promotion (3 credits)
- NGR 5800 Theory for Advanced Practice Nursing (3 credits)
- NGR 5884 Legal and Professional Behavior in Advanced Practice Nursing (3 credits)
- NGR 6172 Pharmacology for Advanced Nursing (3 credits)
- NGR 6801 Research Methods for Advanced Practice Nursing (3 credits)
- NGR 6813 Evidence Based Practice (3 credits)
- NGR 6XX1 Adult Gero Acute Care I (3 credits)
- NGR 6XX1L Diagnostics and Skills for Crit Ill (1 credit) (60 hours)
- NGR 6XX2 Adult Gero Acute Care II (3 credits)
- NGR 6XX2L Adult Gero Acute Care II Clinical (3 credits, 180 clinical hours)
- NGR 6XXX Critical Care Pharmacology (3 credits)

- NGR 6XX3 Adult Gero Acute Care III (3 credits)
- NGR 6XX3L Adult Gero Acute Care III Clinical (3 credit hours, 180 clinical hours)
- NGR 6XX4L Adult Gero Acute Care Practicum (3 credit hours, 180 clinical hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7793 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7827 Concepts, Measurement, and Data Management (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7855 Evidence Based Practice Development (3 credit hours)
- NGR 7779L Program Development and Management (3 credit hours; 60 clinical hours)
- NGR 7065 Advanced Clinical Management (3 credit hours)
- NGR 7748L Advanced Practice Clinical Selective (3 credit hours; 60 clinical hours)
- NGR 7912 DNP Project I (3 credit hours; hours over two semesters)
- NGR 7912C DNP Project II (3 credit hours; 120 clinical hours)
- NGR 7913C Doctoral Project III (3 credit hours; 120 clinical hours)

(Full description of DNP Residency and DNP Project is included in DNP Handbook.)

University of Central Florida
College of Nursing

Proposal and Supporting Documents for Adult-Gerontology Acute Care Nurse Practitioner Track
Professional Certificate, Master of Science in Nursing, and Doctor of Nursing Practice Programs

Summary AGACNP Professional Certificate, MSN, and DNP Track Proposal

Purpose and Rationale for Track

The adult-gerontology acute care nurse practitioner (AGACNP) role focuses on care for patients with medically-complex stable and unstable acute, critical, and chronic illness across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care settings (Kleinpell, 2012). The AGACNP provides a spectrum of care from disease prevention to acute and critical care management and was created in part as a response to a critical shortage of medical residency programs in hospitals (American Association of Colleges of Nursing [AACN], 2011; American Association of Critical Care Nurses 2006). National certification for ACNPs began in 1995; there are now approximately 8000 ACNPs certified in the United States (American Nurses Credentialing Center, 2009, 2010).

Although practice for the ACNP has been recognized as incorporating the entire spectrum of adults including young adults, adults, and older adults (Kleinpell, 2012), in 2013, both acute care certifying bodies, the American Nurses Credentialing Center (ANCC) and American Association of Critical Care Nurses, expanded the certification scope of the role to encompass patients across the adult-gerontology lifespan and redefined the ACNP credential as the AGACNP.

The Consensus Model for Advanced Practice Registered Nurse (APRN) Regulation outlines that ACNPs' care includes diagnosing, treating, and managing patients with acute and chronic illnesses and diseases (Kleinpell, 2012). AGACNPs order, perform, supervise, and interpret laboratory, diagnostic, and imaging studies. They also prescribe medication and durable medical equipment; and make appropriate referrals for patients and families (APRN Consensus Work Group & National Council of State Boards of Nurses, 2008). The most recent American Academy of Nurse Practitioner Sample Survey was conducted in 2012 and designates ACNP practice as the third largest specialty area of NP practice, an increase from fifth in 2010 (American Association of Nurse Practitioners, 2012).

The nurse practitioner programs in the College of Nursing (CON) include tracks that prepare students to become family nurse practitioners (FNPs) and adult-gerontology primary care nurse practitioner (AGPCNPs). Despite formal educational preparation to provide services in primary care settings, many FNP and AGPCNP graduates from the CON choose to work in high-acuity clinical areas, including critical/intensive care units. Unfortunately, this represents a serious legal and ethical dilemma related to scope of practice of the graduate and also raises concerns related to patient safety.

The College of Nursing has an excellent reputation for its responsiveness to community and individual teaching-learning needs. The AGACNP program will be offered in one of three possible terminal endpoints. First, a professional certificate track will be offered for master- or doctorally-prepared nurses or NP's who wish to obtain the necessary education and clinical experience to become board-eligible for the AGACNP certification examination. Students without a graduate degree can elect to enter the program in either a post-BSN to MSN plan of study which will terminate with an MSN degree or a post-BSN to DNP route, which will reward an MSN after the completion of the AGACNP portion of the curriculum but matriculate into

upper level doctoral courses without additional application.

All three tracks will be provided using an online delivery format, with extensive synchronous instruction requirements throughout. Students will come to campus several times during the first two AGACNP laboratory skills and clinical courses for face-to-face hands-on advanced intensive care skills training with guest clinicians from the community. But the remainder of the didactic content in subsequent semesters will be delivered in a fully on-line fashion. Clinical courses will also have a one-time per semester all-day simulation experience, with on-campus attendance a requirement.

An online format is consistent with the move in nurse practitioner education towards online education and should attract a broader number of applicants by accommodating the adult working nurse learner. Clinical courses will require immersion in an acute care practice environment with either a physician or nurse practitioner preceptor and will also have some content delivered on-line. The curriculum will be presented in a format that supports collaboration and interprofessional learning experiences and will advance the application of nursing knowledge and practice for the purpose of improving health care for diverse populations.

Career and student outcomes

Career goals for successful students will include the delivery of advanced practice nursing in a variety of practice arenas including acute care facilities, proprietary and non-proprietary specialty clinics, home and long term care facilities. Beyond advanced nursing practice and depending on the level of preparation chosen, graduates will engage in the development of evidence-based policy and decision making for health care system and care innovation.

The objectives of the proposed AGACNP program were developed to be consistent with national guidelines authored by the American Association of Colleges of Nursing (AACN) the organization that accredits the nurse practitioner programs in the CON at UCF. AACN (2012) is the author of the document *Adult-Gerontology Acute Care Nurse Practitioner Competencies*, which proscribes outcome expectations of AGACNP program graduates.

The AACN competencies define several areas of practice, including 1) Health promotion, health protection, disease prevention, and treatment; 2) the nurse practitioner-patient relationship; 3) teaching-coaching function; 4) professional role; 5) managing and negotiating healthcare delivery systems; and 6) monitoring and ensuring the quality of healthcare practice. Graduates from the AGACNP program in the CON will demonstrate mastery of these areas of practice through a variety of appropriate formative and summative evaluation methods that will encompass both didactic and clinical knowledge. The goal of the program will to have an AGACNP board-certification examination pass rate that meets or exceeds the national passing rate for first-time test takers.

Target audience and Demonstrated Needs

The AGACNP track is a dynamic and engaging academic curriculum that prepares the advanced practice nurse for clinical and non-clinical responsibilities within varied healthcare

environments. The target pool for the first class will be registered nurses currently wishing to pursue graduate level education with a focus in preparation in the acute care advanced practice role and nurse practitioners who have already earned graduate degrees but whom are seeking additional board-certification and educational preparation as an AGACNP. This Track extends and enhances the knowledge, skill and performance of advanced practice nurses in a wide variety of acute care clinical environments. A Needs Survey conducted in late 2014 indicated a high level of interest in the program in nurses working in UCF's service area. Of the 2,911 nurses who responded 37% or 1,101 reported interest in preparation as a nurse practitioner who works in an acute setting. An equal number with adult/gerontology interest specified preference for acute care and primary care adult practice settings. In addition, much interest was expressed during multiple recent information sessions for potential graduate students for the CON.

The AGACNP track meets the unique needs and taps the talent of nurses through experiential learning, laboratory simulations in a team-centered environment, and direct clinical practice education. It provides nurses the opportunity to interact and learn from advanced practice nurses and other clinical experts who delivery high quality nursing and health care to acutely ill populations. These interactions help the student define his or her role as an advanced practice nurse in the health care system and master competencies that render safe and competent care.

Curriculum, course credit hours, required and elective courses, other requirements
The essential features of this program include the following: prepares nurses for entry level advanced nursing practice skills in the acute care setting based on a strong scientific foundation for clinical practice; flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and analysis of practice including completion of clinical rotations in acute care settings during the program.

Curriculum requirements will include University requirements of graduate credits for a professional certificate, Master of Science in Nursing degree, or Doctor of Nursing Practice degree. The ANCC requirement for board-certification examination eligibility is explicit for 500 clinical hours post Baccalaureate degree in preparation for the AGACNP role. Therefore, the minimum amount of clinical hours for the program is 500, with students in the programs at UCF earning more.

The curriculum will consist of 22 graduate credits following the MSN degree for professional certificate students, 46 credits of graduate study for the MSN degree, or 86 credits for the DNP degree. It will further require a minimum of 540 practice hours. Applicants for the professional certificate track will have their academic history reviewed for prerequisite course equivalency prior to developing the individualized plan of study. The review may include copies of transcripts for courses completed or portfolios to reflect attainment of prerequisite course objectives.

Professional Certificate Prerequisite Courses include:

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credits)
NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit)
NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credits)

NGR 6172 Pharmacology for Advanced Nursing (3 credits)
NGR 5638 Health Promotion (3 credits)

New courses developed for the AGACNP Certificate, MSN or DNP Include:

NGR 6XX1 Adult Gero Acute Care I (3 credits)
NGR 6XX1L Diagnostics and Skills for Crit Ill (1 credit) (60 hours)
NGR 6XX2 Adult Gero Acute Care II (3 credits)
NGR 6XX2L Adult Gero Acute Care II Clinical
(3 credits, 180 clinical hours)
NGR 6XXX Critical Care Pharmacology (3 credits)
NGR 6XX3 Adult Gero Acute Care III (3 credits)
NGR 6XX3L Adult Gero Acute Care III Clinical
(3 credit hours, 180 clinical hours)
NGR 6XX4L Adult Gero Acute Care Practicum
(3 credit hours, 180 clinical hours)

Accreditation was obtained from the Commission on Collegiate Nursing Education (CCNE) in 2007 for a maximum of 10 years for the baccalaureate and master's programs. In 2015, CCNE awarded the new Doctor of Nursing Practice (DNP) Program accreditation for the maximum period of 10 years.

There are no proposed changes for the current MSN or DNP level FNP and AGPCNP track, so no transition plan is necessary. The post-BSN to MSN, post-BSN to DNP, and professional certificate AGACNP track will enroll a completely new group of students.

Resources

Faculty

The College of Nursing is fortunate to have an exceptional group of faculty members. Faculty members have been recognized regionally, nationally, and internationally for their contributions to nursing. Many faculty members are authors of nationally utilized nursing textbooks spanning topics regarding rural health, patient safety, nursing diagnosis, critical care and maternal and women's health nursing.

The CON recently awarded sabbatical to a tenured associate professor faculty member to allow release time for him to become board-certified and educated as an AGACNP. That faculty member graduated with a professional AGACNP post-graduate certificate in December of 2013 from the University of Florida and became nationally certified as an AGACNP in January of 2014. This faculty member will be the primary faculty member responsible for the administration of the new courses and oversight of the program. However, many board-certified AGACNPs,

ACNPs, physicians, respiratory therapists, and other professionals will also work in the delivery of the AGACNP program content. In addition, the non acute care focused courses within the curriculum will continue to be taught by the current NP and non-NP graduate faculty.

Faculty available to teach in the proposed program are listed in the table below. One additional full-time faculty member with acute care NP board certification and doctoral preparation is currently being recruited.

AGACNP Track *(New courses)*	Faculty Available to Teach
NGR XXXX Adult Gero Acute Care I (3 credits) NGR XXXXL Diagnostics and Skills for Crit Ill (1 credit) (60 hours) NGR XXXX Adult Gero Acute Care II (4 credits) NGR XXXXL Adult Gero Acute Care II Clinical (3 credits, 180 clinical hours) NGR XXXX Survey in Critical Care Pharmacology (3 credits) NGR XXXX Adult Gero Acute Care III (4 credits) NGR XXXXL Adult Gero Acute Care III Clinical (3 credit hours, 180 clinical hours) NGR XXXXL Adult Gero Acute Care Practicum (3 credit hours, 180 clinical hours)	Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE Frank Guido-Sanz, PhD, ARNP, ANP-BC Stephen Heglund, PhD, ARNP New Hire with open search Clinical Adjunct Faculty

Implementation

There is no change in admission criteria for the post-BSN to MSN or post-MSN to DNP AGACNP programs. Admission criteria will be the same as the current admission criteria for the respective degree programs for the FNP and AGPCNP programs. Applicants to the professional certificate AGACNP program will be held to the same admission criteria as the MSN and DNP AGACNP applicants. However, these applicants must have completed a graduate degree in nursing from a regionally accredited program.

The program is projected to admit MSN and DNP students for Fall 2016 start, so new specialty courses will be offered for the first time in Summer 2017. The first certificate students will join this cohort.

Other Graduate AGACNP Courses available in the university
The nine proposed new courses have no direct equivalent in any other UCF college.

Proposed AGACNP Professional Certificate, MSN, and DNP timeline:

Date/Time Period	Activity
Dec 2015	• Present proposal to CON MSN/DNP Curriculum Committee and Graduate Department for approval (needs to be presented at 2 meetings; consider additional special agenda meeting or electronic discussion)
Dec 2015	• Present proposal to CON Graduate Department for approval
Jan 2016	• Present proposal and new and revised courses to the Graduate Curriculum Committee for approval • Once approved begin communicating and promoting program and application process
March 2016	• Begin accepting applications for part-time and full-time enrollment for Fall 2015 AGACNP post-BSN to MSN and post-BSN to DNP
August 2016	• Begin Post-BSN MSN and DNP AGACNP Track
May 2017	• Begin Post-MSN Professional Certificate AGACNP Track

Plan of Study for the part-time and full-time curriculum for the post-BSN to MSN, post-MSN to DNP, and professional certificate AGACNP track is included as a separate document.

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Full-Time Fall

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Semester/Year	Courses
Fall 1 **(9 credits)**	**NGR 5800** Theory for Advanced Practice Nursing (3 credit hours) **NGR 5141** Pathophysiological Bases for Advanced Nursing Practice (3 credit hours) **NGR 5003** Advanced Health Assessment and Diagnostic Reasoning (2 credit hours) **NGR 5003L** Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 clinical hours)
Spring 1 **(9 credits)**	**NGR 5638** Health Promotion (3 credit hours) **NGR 6172** Pharmacology for Advanced Nursing Practice (3 credit hours) **NGR 6801** Research Methods (3 credit hours)
Summer 1 **(7 credits)**	**NGR 5884** Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours) **NGR 6xx1** Adult-Gerontology Acute Care I (3 credit hours) **NGR 6xx1L** Diagnostics and Skills for Care of the Crit Ill (1 credit hour: 60 lab hours)
Fall 2 **(9 credits)**	**NGR 6xx2** Adult-Gerontology Acute Care II (3 credit hours) **NGR 6xx2L** Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 hours) **NGR 6xx5** Critical Care Pharmacology (3 credit hours)
Spring 2- File intent to complete MSN **(9 credits)**	**NGR 6xx3** Adult-Gerontology Acute Care III (3 credit hours) **NGR 6xx3L** Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 hours) **NGR 6874** Nursing Environment Management (3 credit hours)
Summer 2 – Graduate MSN	**NGR 6813** Evidence Based Practice (3)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Full-Time Fall

Name: **UCF ID:** **Knight's Email:**

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(5 credits)	**NGR 6XX4L** Adult-Gerontology Acute Care Practicum (3 credit hours; 180 hours)

Fall 3	**BREAK for Certification and Project Preparation**
Spring 3 **(6 credits)**	**NGR 7065** Advanced Clinical Management for Advanced Practice Nursing (3 credit hours) **NGR 7855C** Evidence-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
Summer 3 **(4 credits)**	**NGR 6722** Financial Management and Resource Development (3 credit hours) **NGR 7748L** Advanced Clinical Practice Selective for APN (1 credit hours, 160 clinical hours)
Fall 4 **(6 credits)**	**NGR 7673** Epidemiology Principles in Advanced Practice Nursing (3 credit hours) **NGR 7779C** Program Development and Management (3 credit hours, 60 clinical hours)
Spring 4 **(6 credits)**	**NGR 7827** Concepts, Measurement, and Data Management (3 credit hours) **NGR 7892** Healthcare Systems and Policy (3 credit hours)
Summer 4 **(3 credits)**	**NGR 7820** Innovative Technologies in Healthcare (3 credit hours)
Fall 5 **(6 credits)**	**NGR 7911C** DNP Project 1 (3 credit hours, 60 clinical hours) **NGR 7793** Leadership and Economics in Advanced Practice Nursing (3 credit hours)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Full-Time Fall

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Spring 5 – File intent to graduate for DNP (3 credits)	**NGR 7912C** DNP Project 2 (3 credit hours, 120 clinical hours)
Summer 6 - Graduate (3 credits)	**NGR 7913** DNP Project 3 (3 credit hours)

Please contact your advisor any time you need to make a change to the POS. Failure to do so could create problems with registration, progression and extend your date of graduation.

Date	Notes	Name of Advisor

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Full-Time Fall

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Curriculum - Total Hours (86 credit hours, 120 lab hours, 1000 clinical hours)

NP Core Courses—24 Credit Hours

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

Required Specialty Courses—23 Credit Hours

- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
- NGR 6xx1L Diagnostics and Skills for Care of the Critically Ill (1 credit hour, 60 laboratory hours)
- NGR 6xx2 Adult-Gerontology Acute Care II (3 credit hours)
- NGR 6xx2L Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx5 Critical Care Pharmacology (1 credit hour)
- NGR 6xx3 Adult-Gerontology Acute Care III (3 credit hours)
- NGR 6xx3L Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum (3 credit hours; 180 clinical hours)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Full-Time Fall

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

DNP level courses – 40 Credit Hours

- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for Advanced Practice Nursing (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (1 credit hours, 160 clinical hours)
- NGR 7779C Program Development and Management (3 credit hours, 60 clinical hours)
- NGR 7793 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7827 Concepts, Measurement, and Data Management (3 credit hours)
- NGR 7855C Evidence-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7911C DNP Project 1 (3 credit hours, 60 clinical hours)
- NGR 7912C DNP Project 2 (3 credit hours, 120 clinical hours)
- NGR 7913 DNP Project 3 (3 credit hours)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Part-Time Fall 2015

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Semester/Year	Courses
Fall 1 **(6 credits)**	**NGR 5800** Theory for Advanced Practice Nursing (3 credit hours) **NGR 5141** Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
Spring 1 **(6 credits)**	**NGR 5638** Health Promotion (3 credit hours) **NGR 6172** Pharmacology for Advanced Nursing Practice (3 credit hours)
Summer 1 **(3 credits)**	**NGR 5884** Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
Fall 2 **(6 credits)**	**NGR 5003** Advanced Health Assessment and Diagnostic Reasoning (2 credit hours) **NGR 5003L** Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 clinical hours) **NGR 6xxx** Critical Care Pharmacology (3 credit hour)
Spring 2 **(6 credits)**	**NGR 6801** Research Methods (3 credit hours) **NGR 6874** Nursing Environment Management (3 credit hours)
Summer 2 **(4 credits)**	**NGR 6xx1** Adult-Gerontology Acute Care I (3 credit hours) **NGR 6xx1L** Diagnostics and Skills for Care of the Crit Ill (1 credit hour: 60 lab hours)
Fall 3 **(6 credits)**	**NGR 6xx2** Adult-Gerontology Acute Care II (3 credit hours) **NGR 6xx2L** Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 hours)
Spring 3 – File intent to graduate for MSN **(6 credits)**	**NGR 6xx3** Adult-Gerontology Acute Care III (3 credit hours) **NGR 6xx3L** Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 hours)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Part-Time Fall 2015

Name: **UCF ID:** **Knight's Email:**

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Summer 6 **(6 credits)**	**NGR 6813** Evidence Based Practice (3) **NGR 6XX4L** Adult-Gerontology Acute Care Practicum (3 credit hours, 180 clinical hours)
Fall 4	**BREAK for Certification and Project Preparation**
Spring 4 **(3 credits)**	**NGR 7855C** Evidence-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
Summer 4 **(6 credits)**	**NGR 6722** Financial Management and Resource Development (3 credit hours) **NGR 7892** Healthcare Systems and Policy (3 credit hours)
Fall 5 **(6 credits)**	**NGR 7673** Epidemiology Principles in Advanced Practice Nursing (3 credit hours) **NGR 7779C** Program Development and Management (3 credit hours, 60 clinical hours)
Spring 5 **(6 credits)**	**NGR 7065** Advanced Clinical Management for Advanced Practice Nursing (3 credit hours) **NGR 7827** Concepts, Measurement, and Data Management (3 credit hours)
Summer 5 **(4 credits)**	**NGR 7748L** Advanced Clinical Practice Selective for APN (1 credit hours, 160 clinical hours) **NGR 7820** Innovative Technologies in Healthcare (3 credit hours)
Fall 6 **(6 credits)**	**NGR 7911C** DNP Project 1 (3 credit hours, 60 clinical hours) **NGR 7793** Leadership and Economics in Advanced Practice Nursing (3 credit hours)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Part-Time Fall 2015

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Spring 6– File intent to graduate for DNP (3 credits)	**NGR 7912C** DNP Project 2 (3 credit hours, 120 clinical hours)
Summer 6 - Graduate (3 credits)	**NGR 7913** DNP Project 3 (3 credit hours)

Please contact your advisor any time you need to make a change to the POS. Failure to do so could create problems with registration, progression and extend your date of graduation.

Date	Notes	Name of Advisor

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Part-Time Fall 2015

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Curriculum - Total Hours (86 credit hours, 120 lab hours, 1000 clinical hours)

Required Nursing Courses (12 credits)

- NGR 5800 Theory for Advanced Practice Nursing (3 cr hr)
- NGR 5884 Legal and Professional Behavior in Advanced Nursing Practice (3 cr hr)
- NGR 6801 Research Methodology for Advanced Practice Nursing (3 cr hr)
- NGR 6813 Evidenced Based Practice (Research Scholarly Work) (3 cr hr)

Prerequisite Courses—12 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 laboratory hours)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)

Required Courses—22 Credit Hours

- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
- NGR 6xx1L Diagnostics and Skills for Care of the Critically Ill (1 credit hour, 60 laboratory hours)
- NGR 6xx2 Adult-Gerontology Acute Care II (3 credit hours)
- NGR 6xx2L Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 clinical hours)
- NGR 6xxx Critical Care Pharmacology (3 credit hours)
- NGR 6xx3 Adult-Gerontology Acute Care III (3 credit hours)
- NGR 6xx3L Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum (3 credit hours; 180 clinical hours)

Required Courses for the DNP (40 credits)

DNP Adult-Gerontology Acute Care Nurse Practitioner w/
Master's Along the Way Plan of Study
Part-Time Fall 2015

Name:

UCF ID:

Knight's Email:

Advisor:

Admission Date:

Personal Email:

- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6874 Nursing Environment Management (3 credit hours)
- NGR 7065 Advanced Clinical Management for Advanced Practice Nursing (3 credit hours)
- NGR 7673 Epidemiology Principles in Advanced Practice Nursing (3 credit hours)
- NGR 7748L Advanced Clinical Practice Selective for APN (1 credit hours, 160 clinical hours)
- NGR 7779C Program Development and Management (3 credit hours, 60 clinical hours)
- NGR 7793 Leadership and Economics in Advanced Practice Nursing (3 credit hours)
- NGR 7820 Innovative Technologies in Healthcare (3 credit hours)
- NGR 7827 Concepts, Measurement, and Data Management (3 credit hours)
- NGR 7855C Evidence-Based Practice Development for DNP (3 credit hours, 60 clinical hours)
- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7911C DNP Project 1 (3 credit hours, 60 clinical hours)
- NGR 7912C DNP Project 2 (3 credit hours, 120 clinical hours)
- NGR 7913 DNP Project 3 (3 credit hours)

To: Dr. Susan Chase, Associate Dean for Graduate Affairs
Dr. Diane Andrews, Associate Professor
Dr. Christopher Blackwell, Acute Care Nurse Practitioner Track Coordinator
Ms. Ying Zhang, Interim Dept. Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries

From: Andrew Todd, Nursing Subject Librarian and Terrie Sypolt, Education Subject Librarian

Subject: **Library Evaluation for the Proposed Acute Care Nurse Practitioner Track**

Several institutions in the U.S. have this Acute Care Nurse Practitioner graduate degree, although in some cases it is found with a Gerontological emphasis. UCF Librarians Terrie Sypolt and Andrew Todd, along with College of Nursing Faculty Dr. Christopher Blackwell selected the universities for comparative review.

When reviewing support for the Acute Care Nurse Practitioner Track of Master of Science in Nursing, the selection team chose the following institutions for the comparison:

- University of Florida
- University of North Carolina
- University of South Carolina
- Boise State University

To determine what journal titles to include in the analysis, we reviewed journal lists found in relevant Libguides of top institutions such as Georgetown University. We supplemented this effort by performing library catalog search for related subject headings (i.e., Intensive care nursing – Periodicals, Emergency nursing – Periodicals, Critical care – Periodicals, etc.) and by consulting the appropriate nursing faculty.

Databases: The UCF Libraries' databases compare favorably with those of the chosen institutional programs. UptoDate would be a good additional database for this program. UpToDate is an evidence-based clinical decision support resource authored by physicians to help healthcare practitioners make informed decisions at the point of care. Three of the five institutions subscribe to this database. If the Acute Care Nurse Practitioner Track program evolves to the DNP level, then UptoDate is clearly something that we need to purchase. With that exception, we have the databases needed to support the proposed Acute Care Nurse Practitioner Track in Nursing. No other databases are needed to support this program.

Journals: The UCF Libraries' journal holdings compare favorably to those of the other institutions. We lacked the journals *Research in Gerontological Nursing* and *Current Opinion in Critical Care*. In both cases, only two of the four other libraries had either title. Since UCF currently has all other journals on the list, we can support the newly proposed track on Intervention Services.

Books: The number of University of Central Florida Libraries' book volume holdings were either highest or second highest as compared to the other institutions' holdings in the seven LC/NLM subject heading areas we analyzed. Thus, the book collection currently supports the proposed program library needs well. No additional funds are needed at this time.

Reference books/Background: UCF's reference book collection/background resources compare favorably to other institutions compared.

Based upon the numbers seen in the comparison, UCF's Libraries is able to strongly support the proposed Acute Care Nurse Practitioner program track.

No additional funds are needed at this time. If additional journal titles become available and purchase becomes necessary, the UCF Libraries will need funding from the CON unless additional funds are forthcoming.

Acute and Critical Care Nursing

Database Title	UCF	UF	UNC	USC	Boise State
AccessMedicine	X	X	X	X	
Access Pharmacy	X	X	X		
CINAHL	X	X	X	X	X
ClinicalKey	X		X	X	
Cochrane Database of Systematic Reviews/Cochrane Library	X	X	X	X	X
DynaMed	X				
JAMAevidence	X				
MEDLINE (via EBSCO, Ovid, or ProQuest)	X	X		X	X
Natural Medicines (formerly Natural Standard & NMDC)	X	X	X		
ProQuest Dissertations & Theses Global	X	X	X	X	X
PsycINFO	X				X
PubMed	X		X		X
Science Direct	X				X
STAT!Ref		X	X		
Up to Date[1]		X[4]	X		X
Web of Science	X	X	X	X	X
WorldCat	X	X	X	X	X

[1] USC – Anatomy & Physiology

[1] UF - On campus and VPN access only

Journals

Journal Title	UCF	UF	UNC	USC	Boise State
AACN Advanced Critical Care	X	X	X	X	X
Academic Emergency Medicine	X				
Accident and Emergency Nursing (continued by International emergency nursing)	X	X	X	X	X
Advanced Emergency Nursing Journal	X	X	X	X	X

Journal Title	UCF	UF	UNC	USC	Boise State
American Journal of Critical Care	x	x	x	x	x
American Journal of Emergency Medicine	x	x	x	x	x
American Journal of Nursing	x	x	x	x	x
American Journal of Respiratory and Critical Care Medicine	x	x	x	SOM	x
Annals of emergency medicine	x	x	x	x	x
BioMed Central Emergency Medicine http://www.biomedcentral.com/bmcemergmed/	x	x	x	x	x
Cancer Nursing	x	x	x	x	x
Chest	x	x	x	x	x
Clinical Nurse Specialist	x	x	x	x	x
Critical Care	x	x	x		x
Critical Care Medicine	x	x	x	x	x
Critical Care Nurse	x	x	x	x	x
Critical Care Nursing Quarterly	x	x	x	x	x
Critical Care Research and Practice	x	x	x	x	x
Current Opinion in Critical Care		x	x		
Dimensions of Critical Care Nursing	x	x	x	x	x
Disaster management & response : DMR (2003-2007; continues Int'l Journal of Trauma Nursing)	x	x	x	x	x
Emergency Medicine Journal: EMJ	x	x	x		*
Geriatric Nursing	x	x	x	x	x
Gastroenterology Nursing	x	x	x	x	x
Heart & Lung: The Journal of Acute and Critical Care	x	x	x	x	x
International Emergency Nursing (continues Accident and Emergency Nursing)	x	x	x	x	x
International Journal of Orthopaedic and Trauma Nursing	x	x	x	x	x
Intensive and Critical Care Nursing	x	x	x		x
Intensive Care Medicine	x	x	x	x	x
Journal of Acute Medicine	x	x	x	x	x
Journal of Addictions Nursing	x	x	x	x	x
Journal of Cardiopulmonary Rehabilitation and Prevention	x	x	x	x	x
Journal of Christian Nursing	x	x	x	x	x
Journal of Critical Care	x	x	x	x	x
Journal of Emergencies, Trauma and Shock	x	x	x		x
Journal of Emergency Medicine	x	x	x	x	x
Journal of Gerontological Nursing	x	x	x	x	x
Journal of Head Trauma Rehabilitation	x	x	x	*	x
Journal of Infusion Nursing	x	x	x	x	x
Journal of Intensive Care Medicine	x	x	x	x	x
Journal of Neurologic Physical Therapy	x	x	x		x
Journal of Neuroscience Nursing	x	x	x	x	x
Journal of Nurse Practitioners	x	x	x		x
Journal of Nursing Education	x	x	x	x	x
Journal of Trauma Nursing	x	x	x	x	x

Journal Title	UCF	UF	UNC	USC	Boise State
Nursing ... Critical Care	x	x	x	x	x
Nursing in Critical Care	x	x	x	x	x
Nurse Educator	x	x	x	x	x
Nursing Education Perspectives	x	x	x	x	x
Nursing Standard	x	x	x	x	x
Online journal of issues in nursing: OJIN	x	x	x	x	x
OR Nurse	x	x	x	x	x
Orthopaedic Nursing	x	x	x	x	x
Point of Care	x	x	x		x
Prehospital and Disaster Medicine	x	x	x		x
Research in Gerontological Nursing			x		x
Trauma	x	x	x	x	x

Numerous journals in Journals@Ovid, EBSCOhost CINAHL Plus with Full Text and Elsevier

SOM = School of Medicine

* = contains older holdings without current subscription (within last 2 years)

Books – All publication dates

Subjects	UCF	UF	UNC	USC	Boise State
Acute disease--Nursing	16	12	17	10	1
Critical care medicine	333	416	300	141	38
Emergency nursing	60	57	45	71	16
Geriatric nursing	188	132	155	231	43
Intensive care nursing	162	72	105	143	33
Nurse practitioners	125	92	98	120	21
Respiratory intensive care	20	24	24	12	7

Reference books

E-Books

E-Book Titles	UCF	UF	UNC	USC	Boise State
AccessMedicine	x	x	x	x	
Access Pharmacy	x	x	x		
Books@Ovid	x	x	x		
ClinicalKey ebooks	x		x	x	
EBSCOhost eBooks	x	x	x		
ebrary	x	x	x	x	x
LWW Health Library	x				
Springer Link	x	x	x		
STAT!Ref		x	x		
Thieme	x	x	x		

Standards:

AACN Scope and Standards for Acute Care Nurse Practitioner Practice
http://www.aacn.org/wd/practice/docs/acnp-scope-and-standards.pdf

Standards for Acute & Critical Care Nursing Practice
http://www.aacn.org/wd/practice/content/standards.for.acute.and.ccnursing.practice.pcms?menu=

Statistics

National Center for Health Statistics http://www.cdc.gov/nchs/
FedStats http://fedstats.sites.usa.gov/
Health Statistics from MedlinePlus https://www.nlm.nih.gov/medlineplus/healthstatistics.html
National Center for Health Statistics (CDC) http://www.cdc.gov/nchs/
State Health Facts Online http://kff.org/statedata/
U.S. Census Bureau http://www.census.gov/

Associations

American Association of Critical Care Nurses http://www.aacn.org/
American College of Nurse Practitioners https://www.aanp.org/

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - ADDITIONS ONLY

This form is to be used to **ADD** degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☐ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☑ Library assessment of resources.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Adult-Gerontology Acute Care Nurse Practitioner Master of Science in Nursing

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

DELIVERY: Program will be delivered: ☐ Face to Face ☑ Completely Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☑ No

Brief description of program and rationale for the addition: **Do not add complete catalog copy here.**

See attached.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

No impact on current students.

Future Students

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.

Registered nurses who possess a bachelor of science in nursing degree or bachelors degree in a related field who wish to pursue graduate education in the adult-gerontology acute care nurse practitioner role will enroll in the program. Graduates will be eligible for board-certification from ANCC and AACN and subsequent licensure as an ARNP in the State of Florida. NPs currently practicing outside of the acute care role who wish to obtain board certification as an AGACNP will also constitute enrolled post-graduate certificate students.

	Year 1	Year 2	Year 3
Headcount			
SCHs			

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Graduates will be eligible for board-certification as AGACNPs by ANCC and AACN and subsequent licensure as ARNPs in the State of Florida. They will gain employment in a wide variety of acute practice settings as Advanced Registered Nurse Practitioners with certification as an Adult-Gerontology Acute Care Nurse Practitioner.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) SUSAN K CHASE (Signature) Susan K. Chase Date 12/15/15

College Academic Standards (Print) Christopher Blackwell (Signature) [signature] Date 12/15/15

College Dean (Print) Mary Lou Sole (Signature) [signature] Date 12/16/15

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 Knowledge Management; Academic Services; College of Graduate Studies

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER TRACK

TRACK DESCRIPTION

The Adult-Gerontology Acute Care Nurse Practitioner Master of Science in Nursing (MSN) track prepares the advanced practice nurse to care for patients with medically-complex stable and unstable acute, critical, and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care environments. The AGACNP provides a spectrum of care from disease prevention to acute and critical care management. The curriculum prepares students for both the AGACNP board certification examination administered through the American Nurses Credentialing Center and the Acute Care Nurse Practitioner—Adult-Gerontology certification examination administered through the American Association of Critical Care Nurses.

CURRICULUM

The program prepares nurses at the entry-level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and provides analytic, critical thinking, and diagnostic reasoning skills to examine practice innovations.

AGACNP MSN Track Course – 46 Credit Hours

Required Courses—46 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 laboratory hours)
- NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
- NGR 5638 Health Promotion (3 credit hours)
- NGR 5800 Theory for Advanced Practice Nursing (3 credit hours)
- NGR 5884 Legal and Professional Behavior in Advanced Practice Nursing (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6813 Evidence Based Practice (3 credit hours)
- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
- NGR 6xx1L Diagnostics and Skills for Care of the Critically Ill (1 credit hour, 60 laboratory hours)
- NGR 6xxx Critical Care Pharmacology (3 credit hours)
- NGR 6xx2 Adult-Gerontology Acute Care II (3 credit hours)

- NGR 6xx2L Adult-Gerontology Acute Care II Clinical
  (3 credit hours; 180 clinical hours)
- NGR 6xx3 Adult-Gerontology Acute Care III (3 credit hours)
- NGR 6xx3L Adult-Gerontology Acute Care III Clinical
  (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum
  (3 credit hours; 180 clinical hours)

University of Central Florida
College of Nursing

Proposal and Supporting Documents for Adult-Gerontology Acute Care Nurse Practitioner Track
Professional Certificate, Master of Science in Nursing, and Doctor of Nursing Practice Programs

Summary AGACNP Professional Certificate, MSN, and DNP Track Proposal

Purpose and Rationale for Track

The adult-gerontology acute care nurse practitioner (AGACNP) role focuses on care for patients with medically-complex stable and unstable acute, critical, and chronic illness across care settings ranging from hospitals to subacute, ambulatory care, clinic, and home care settings (Kleinpell, 2012). The AGACNP provides a spectrum of care from disease prevention to acute and critical care management and was created in part as a response to a critical shortage of medical residency programs in hospitals (American Association of Colleges of Nursing [AACN], 2011; American Association of Critical Care Nurses 2006). National certification for ACNPs began in 1995; there are now approximately 8000 ACNPs certified in the United States (American Nurses Credentialing Center, 2009, 2010).

Although practice for the ACNP has been recognized as incorporating the entire spectrum of adults including young adults, adults, and older adults (Kleinpell, 2012), in 2013, both acute care certifying bodies, the American Nurses Credentialing Center (ANCC) and American Association of Critical Care Nurses, expanded the certification scope of the role to encompass patients across the adult-gerontology lifespan and redefined the ACNP credential as the AGACNP.

The Consensus Model for Advanced Practice Registered Nurse (APRN) Regulation outlines that ACNPs' care includes diagnosing, treating, and managing patients with acute and chronic illnesses and diseases (Kleinpell, 2012). AGACNPs order, perform, supervise, and interpret laboratory, diagnostic, and imaging studies. They also prescribe medication and durable medical equipment; and make appropriate referrals for patients and families (APRN Consensus Work Group & National Council of State Boards of Nurses, 2008). The most recent American Academy of Nurse Practitioner Sample Survey was conducted in 2012 and designates ACNP practice as the third largest specialty area of NP practice, an increase from fifth in 2010 (American Association of Nurse Practitioners, 2012).

The nurse practitioner programs in the College of Nursing (CON) include tracks that prepare students to become family nurse practitioners (FNPs) and adult-gerontology primary care nurse practitioner (AGPCNPs). Despite formal educational preparation to provide services in primary care settings, many FNP and AGPCNP graduates from the CON choose to work in high-acuity clinical areas, including critical/intensive care units. Unfortunately, this represents a serious legal and ethical dilemma related to scope of practice of the graduate and also raises concerns related to patient safety.

The College of Nursing has an excellent reputation for its responsiveness to community and individual teaching-learning needs. The AGACNP program will be offered in one of three possible terminal endpoints. First, a professional certificate track will be offered for master- or doctorally-prepared nurses or NP's who wish to obtain the necessary education and clinical experience to become board-eligible for the AGACNP certification examination. Students without a graduate degree can elect to enter the program in either a post-BSN to MSN plan of study which will terminate with an MSN degree or a post-BSN to DNP route, which will reward an MSN after the completion of the AGACNP portion of the curriculum but matriculate into

upper level doctoral courses without additional application.

All three tracks will be provided using an online delivery format, with extensive synchronous instruction requirements throughout. Students will come to campus several times during the first two AGACNP laboratory skills and clinical courses for face-to-face hands-on advanced intensive care skills training with guest clinicians from the community. But the remainder of the didactic content in subsequent semesters will be delivered in a fully on-line fashion. Clinical courses will also have a one-time per semester all-day simulation experience, with on-campus attendance a requirement.

An online format is consistent with the move in nurse practitioner education towards online education and should attract a broader number of applicants by accommodating the adult working nurse learner. Clinical courses will require immersion in an acute care practice environment with either a physician or nurse practitioner preceptor and will also have some content delivered on-line. The curriculum will be presented in a format that supports collaboration and interprofessional learning experiences and will advance the application of nursing knowledge and practice for the purpose of improving health care for diverse populations.

Career and student outcomes

Career goals for successful students will include the delivery of advanced practice nursing in a variety of practice arenas including acute care facilities, proprietary and non-proprietary specialty clinics, home and long term care facilities. Beyond advanced nursing practice and depending on the level of preparation chosen, graduates will engage in the development of evidence-based policy and decision making for health care system and care innovation.

The objectives of the proposed AGACNP program were developed to be consistent with national guidelines authored by the American Association of Colleges of Nursing (AACN) the organization that accredits the nurse practitioner programs in the CON at UCF. AACN (2012) is the author of the document *Adult-Gerontology Acute Care Nurse Practitioner Competencies*, which proscribes outcome expectations of AGACNP program graduates.

The AACN competencies define several areas of practice, including 1) Health promotion, health protection, disease prevention, and treatment; 2) the nurse practitioner-patient relationship; 3) teaching-coaching function; 4) professional role; 5) managing and negotiating healthcare delivery systems; and 6) monitoring and ensuring the quality of healthcare practice. Graduates from the AGACNP program in the CON will demonstrate mastery of these areas of practice through a variety of appropriate formative and summative evaluation methods that will encompass both didactic and clinical knowledge. The goal of the program will to have an AGACNP board-certification examination pass rate that meets or exceeds the national passing rate for first-time test takers.

Target audience and Demonstrated Needs

The AGACNP track is a dynamic and engaging academic curriculum that prepares the advanced practice nurse for clinical and non-clinical responsibilities within varied healthcare

environments. The target pool for the first class will be registered nurses currently wishing to pursue graduate level education with a focus in preparation in the acute care advanced practice role and nurse practitioners who have already earned graduate degrees but whom are seeking additional board-certification and educational preparation as an AGACNP. This Track extends and enhances the knowledge, skill and performance of advanced practice nurses in a wide variety of acute care clinical environments. A Needs Survey conducted in late 2014 indicated a high level of interest in the program in nurses working in UCF's service area. Of the 2,911 nurses who responded 37% or 1,101 reported interest in preparation as a nurse practitioner who works in an acute setting. An equal number with adult/gerontology interest specified preference for acute care and primary care adult practice settings. In addition, much interest was expressed during multiple recent information sessions for potential graduate students for the CON.

The AGACNP track meets the unique needs and taps the talent of nurses through experiential learning, laboratory simulations in a team-centered environment, and direct clinical practice education. It provides nurses the opportunity to interact and learn from advanced practice nurses and other clinical experts who delivery high quality nursing and health care to acutely ill populations. These interactions help the student define his or her role as an advanced practice nurse in the health care system and master competencies that render safe and competent care.

Curriculum, course credit hours, required and elective courses, other requirements
The essential features of this program include the following: prepares nurses for entry level advanced nursing practice skills in the acute care setting based on a strong scientific foundation for clinical practice; flexibility and emphasis on evidence based practice, leadership, and organizational analysis; and analysis of practice including completion of clinical rotations in acute care settings during the program.

Curriculum requirements will include University requirements of graduate credits for a professional certificate, Master of Science in Nursing degree, or Doctor of Nursing Practice degree. The ANCC requirement for board-certification examination eligibility is explicit for 500 clinical hours post Baccalaureate degree in preparation for the AGACNP role. Therefore, the minimum amount of clinical hours for the program is 500, with students in the programs at UCF earning more.

The curriculum will consist of 22 graduate credits following the MSN degree for professional certificate students, 46 credits of graduate study for the MSN degree, or 86 credits for the DNP degree. It will further require a minimum of 540 practice hours. Applicants for the professional certificate track will have their academic history reviewed for prerequisite course equivalency prior to developing the individualized plan of study. The review may include copies of transcripts for courses completed or portfolios to reflect attainment of prerequisite course objectives.

Professional Certificate Prerequisite Courses include:

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credits)
NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit)
NGR 5141 Pathophysiological Bases for Advanced Nursing Practice (3 credits)

NGR 6172 Pharmacology for Advanced Nursing (3 credits)
NGR 5638 Health Promotion (3 credits)

New courses developed for the AGACNP Certificate, MSN or DNP Include:

NGR 6XX1 Adult Gero Acute Care I (3 credits)
NGR 6XX1L Diagnostics and Skills for Crit Ill (1 credit) (60 hours)
NGR 6XX2 Adult Gero Acute Care II (3 credits)
NGR 6XX2L Adult Gero Acute Care II Clinical
(3 credits, 180 clinical hours)
NGR 6XXX Critical Care Pharmacology (3 credits)
NGR 6XX3 Adult Gero Acute Care III (3 credits)
NGR 6XX3L Adult Gero Acute Care III Clinical
(3 credit hours, 180 clinical hours)
NGR 6XX4L Adult Gero Acute Care Practicum
(3 credit hours, 180 clinical hours)

Accreditation was obtained from the Commission on Collegiate Nursing Education (CCNE) in 2007 for a maximum of 10 years for the baccalaureate and master's programs. In 2015, CCNE awarded the new Doctor of Nursing Practice (DNP) Program accreditation for the maximum period of 10 years.

There are no proposed changes for the current MSN or DNP level FNP and AGPCNP track, so no transition plan is necessary. The post-BSN to MSN, post-BSN to DNP, and professional certificate AGACNP track will enroll a completely new group of students.

Resources

Faculty

The College of Nursing is fortunate to have an exceptional group of faculty members. Faculty members have been recognized regionally, nationally, and internationally for their contributions to nursing. Many faculty members are authors of nationally utilized nursing textbooks spanning topics regarding rural health, patient safety, nursing diagnosis, critical care and maternal and women's health nursing.

The CON recently awarded sabbatical to a tenured associate professor faculty member to allow release time for him to become board-certified and educated as an AGACNP. That faculty member graduated with a professional AGACNP post-graduate certificate in December of 2013 from the University of Florida and became nationally certified as an AGACNP in January of 2014. This faculty member will be the primary faculty member responsible for the administration of the new courses and oversight of the program. However, many board-certified AGACNPs,

ACNPs, physicians, respiratory therapists, and other professionals will also work in the delivery of the AGACNP program content. In addition, the non acute care focused courses within the curriculum will continue to be taught by the current NP and non-NP graduate faculty.

Faculty available to teach in the proposed program are listed in the table below. One additional full-time faculty member with acute care NP board certification and doctoral preparation is currently being recruited.

AGACNP Track *(New courses)*	Faculty Available to Teach
NGR XXXX Adult Gero Acute Care I (3 credits) NGR XXXXL Diagnostics and Skills for Crit Ill (1 credit) (60 hours) NGR XXXX Adult Gero Acute Care II (4 credits) NGR XXXXL Adult Gero Acute Care II Clinical (3 credits, 180 clinical hours) NGR XXXX Survey in Critical Care Pharmacology (3 credits) NGR XXXX Adult Gero Acute Care III (4 credits) NGR XXXXL Adult Gero Acute Care III Clinical (3 credit hours, 180 clinical hours) NGR XXXXL Adult Gero Acute Care Practicum (3 credit hours, 180 clinical hours)	Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE Frank Guido-Sanz, PhD, ARNP, ANP-BC Stephen Heglund, PhD, ARNP New Hire with open search Clinical Adjunct Faculty

Implementation

There is no change in admission criteria for the post-BSN to MSN or post-MSN to DNP AGACNP programs. Admission criteria will be the same as the current admission criteria for the respective degree programs for the FNP and AGPCNP programs. Applicants to the professional certificate AGACNP program will be held to the same admission criteria as the MSN and DNP AGACNP applicants. However, these applicants must have completed a graduate degree in nursing from a regionally accredited program.

The program is projected to admit MSN and DNP students for Fall 2016 start, so new specialty courses will be offered for the first time in Summer 2017. The first certificate students will join this cohort.

Other Graduate AGACNP Courses available in the university
The nine proposed new courses have no direct equivalent in any other UCF college.

Proposed AGACNP Professional Certificate, MSN, and DNP timeline:

Date/Time Period	Activity
Dec 2015	• Present proposal to CON MSN/DNP Curriculum Committee and Graduate Department for approval (needs to be presented at 2 meetings; consider additional special agenda meeting or electronic discussion)
Dec 2015	• Present proposal to CON Graduate Department for approval
Jan 2016	• Present proposal and new and revised courses to the Graduate Curriculum Committee for approval • Once approved begin communicating and promoting program and application process
March 2016	• Begin accepting applications for part-time and full-time enrollment for Fall 2015 AGACNP post-BSN to MSN and post-BSN to DNP
August 2016	• Begin Post-BSN MSN and DNP AGACNP Track
May 2017	• Begin Post-MSN Professional Certificate AGACNP Track

Plan of Study for the part-time and full-time curriculum for the post-BSN to MSN, post-MSN to DNP, and professional certificate AGACNP track is included as a separate document.

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Full-Time Fall 2016

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Semester/Year	Courses
Fall 1 **(9 credits)**	**NGR 5800** Theory for Advanced Practice Nursing (3 credit hours) **NGR 5141** Pathophysiological Bases for Advanced Nursing Practice (3 credit hours) **NGR 5003** Advanced Health Assessment and Diagnostic Reasoning (2 credit hours) **NGR 5003L** Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 clinical hours)
Spring 1 **(9 credits)**	**NGR 5638** Health Promotion (3 credit hours) **NGR 6172** Pharmacology for Advanced Nursing Practice (3 credit hours) **NGR 6801** Research Methods (3 credit hours)
Summer 1 **(7 credits)**	**NGR 6xx1** Adult-Gerontology Acute Care I (3 credit hours) **NGR 6xx1L** Diagnostics and Skills for Care of the Crit Ill (1 credit hour: 60 lab hours) **NGR 6xxx** Survey in Critical Care Pharmacology (3 credit hour)
Fall 2 **(9 credits)**	**NGR 5884** Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours) **NGR 6xx2** Adult-Gerontology Acute Care II (3 credit hours) **NGR 6xx2L** Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 hours)
Spring 2- File intent to graduate **(9 credits)**	**NGR 6xx3** Adult-Gerontology Acute Care III (3 credit hours) **NGR 6xx3L** Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 hours) **NGR 6813** Evidence Based Practice (3)
Summer 2 – Graduate **(3 credits)**	**NGR 6XX4L** Adult-Gerontology Acute Care Practicum (3 credit hours; 180 hours)

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Full-Time Fall 2016

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Graduate Policies:

1. ½ of the coursework must be at the 6000 level.
2. Independent study can be done ONLY in an exceptional situation and with the permission of the appropriate APG committee. Max. of 6 hours allowed.

Please contact your advisor any time you need to make a change to the POS. Failure to do so could create problems with registration, progression and extend your date of graduation.

Date	Notes	Name of Advisor

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Full-Time Fall 2016

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Curriculum - Total Hours (46 credit hours, 120 laboratory hours; 540 clinical hours)

Core Courses

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

Specialty Courses

- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
- NGR 6xx1L Diagnostics and Skills for Care of the Critically Ill (1 credit hour, 60 laboratory hours)
- NGR 6xxx Critical Care Pharmacology (3 credit hours)
- NGR 6xx2 Adult-Gerontology Acute Care II (3 credit hours)
- NGR 6xx2L Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx3 Adult-Gerontology Acute Care III (3 credit hours)
- NGR 6xx3L Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum (3 credit hours; 180 clinical hours)

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Part-Time Fall 2016

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Semester/Year	Courses
Fall 1 **(6 credits)**	**NGR 5800** Theory for Advanced Practice Nursing (3 credit hours) **NGR 5141** Pathophysiological Bases for Advanced Nursing Practice (3 credit hours)
Spring 1 **(6 credits)**	**NGR 6172** Pharmacology for Advanced Nursing Practice (3 credit hours) **NGR 5638** Health Promotion (3 credit hours)
Summer 1 **(3 credits)**	**NGR 5884** Legal and Professional Behavior in Advanced Nursing Practice (3 credit hours)
Fall 2 **(3 credits)**	**NGR 5003** Advanced Health Assessment and Diagnostic Reasoning (2 credit hours) **NGR 5003L** Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour; 60 clinical hours)
Spring 2 **(6 credits)**	**NGR 6801** Research Methods (3 credit hours)
Summer 2 **(7 credits)**	**NGR 6xx1** Adult-Gerontology Acute Care I (3 credit hours) **NGR 6xx1L** Diagnostics and Skills for Care of the Crit Ill (1 credit hour: 60 lab hours) **NGR 6xxx** Critical Care Pharmacology (3 credit hours)
Fall 3 **(7 credits)**	**NGR 6xx2** Adult-Gerontology Acute Care II (3 credit hours) **NGR 6xx2L** Adult-Gerontology Acute Care II Clinical (3 credit hours; 180 hours)
Spring 3 - File intent to graduate **(7 credits)**	**NGR 6xx3** Adult-Gerontology Acute Care III (3 credit hours) **NGR 6xx3L** Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 hours)
Summer 3 **(6 credits)**	**NGR 6813** Evidence Based Practice (3) **NGR 6XX4L** Adult-Gerontology Acute Care Practicum (3 credit hours; 180 hours)

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Part-Time Fall 2016

Name: **UCF ID:** **Knight's Email:**

Advisor: **Admission Date:** **Personal Email:**

Graduate Policies:

1. ½ of the coursework must be at the 6000 level.
2. Independent study can be done ONLY in an exceptional situation and with the permission of the appropriate APG committee. Max. of 6 hours allowed.

Please contact your advisor any time you need to make a change to the POS. Failure to do so could create problems with registration, progression and extend your date of graduation.

Date	Notes	Name of Advisor

MSN Adult-Gerontology Acute Care Nurse Practitioner Plan of Study
Part-Time Fall 2016

Name:	**UCF ID:**	**Knight's Email:**
Advisor:	**Admission Date:**	**Personal Email:**

Curriculum - Total Hours (46 credit hours, 120 laboratory hours; 540 clinical hours)

Required Courses—46 Credit Hours

Core Courses

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
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- NGR 5638 Health Promotion (3 credit hours)
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- NGR 5884 Legal and Professional Behavior in Advanced Practice Nursing (3 credit hours)
- NGR 6172 Pharmacology for Advanced Nursing Practice (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
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Specialty Courses

- NGR 6xx1 Adult-Gerontology Acute Care I (3 credit hours)
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- NGR 6xx3L Adult-Gerontology Acute Care III Clinical (3 credit hours; 180 clinical hours)
- NGR 6xx4L Adult-Gerontology Acute Care Practicum (3 credit hours; 180 clinical hours)

To: Dr. Susan Chase, Associate Dean for Graduate Affairs
Dr. Diane Andrews, Associate Professor
Dr. Christopher Blackwell, Acute Care Nurse Practitioner Track Coordinator
Ms. Ying Zhang, Interim Dept. Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries

From: Andrew Todd, Nursing Subject Librarian and Terrie Sypolt, Education Subject Librarian

Subject: **Library Evaluation for the Proposed Acute Care Nurse Practitioner Track**

Several institutions in the U.S. have this Acute Care Nurse Practitioner graduate degree, although in some cases it is found with a Gerontological emphasis. UCF Librarians Terrie Sypolt and Andrew Todd, along with College of Nursing Faculty Dr. Christopher Blackwell selected the universities for comparative review.

When reviewing support for the Acute Care Nurse Practitioner Track of Master of Science in Nursing, the selection team chose the following institutions for the comparison:

- University of Florida
- University of North Carolina
- University of South Carolina
- Boise State University

To determine what journal titles to include in the analysis, we reviewed journal lists found in relevant Libguides of top institutions such as Georgetown University. We supplemented this effort by performing library catalog search for related subject headings (i.e., Intensive care nursing – Periodicals, Emergency nursing – Periodicals, Critical care – Periodicals, etc.) and by consulting the appropriate nursing faculty.

Databases: The UCF Libraries' databases compare favorably with those of the chosen institutional programs. UptoDate would be a good additional database for this program. UpToDate is an evidence-based clinical decision support resource authored by physicians to help healthcare practitioners make informed decisions at the point of care. Three of the five institutions subscribe to this database. If the Acute Care Nurse Practitioner Track program evolves to the DNP level, then UptoDate is clearly something that we need to purchase. With that exception, we have the databases needed to support the proposed Acute Care Nurse Practitioner Track in Nursing. No other databases are needed to support this program.

Journals: The UCF Libraries' journal holdings compare favorably to those of the other institutions. We lacked the journals *Research in Gerontological Nursing* and *Current Opinion in Critical Care*. In both cases, only two of the four other libraries had either title. Since UCF currently has all other journals on the list, we can support the newly proposed track on Intervention Services.

Books: The number of University of Central Florida Libraries' book volume holdings were either highest or second highest as compared to the other institutions' holdings in the seven LC/NLM subject heading areas we analyzed. Thus, the book collection currently supports the proposed program library needs well. No additional funds are needed at this time.

Reference books/Background: UCF's reference book collection/background resources compare favorably to other institutions compared.

Based upon the numbers seen in the comparison, UCF's Libraries is able to strongly support the proposed Acute Care Nurse Practitioner program track.

No additional funds are needed at this time. If additional journal titles become available and purchase becomes necessary, the UCF Libraries will need funding from the CON unless additional funds are forthcoming.

Acute and Critical Care Nursing

Database Title	UCF	UF	UNC	USC	Boise State
AccessMedicine	X	X	X	X	
Access Pharmacy	X	X	X		
CINAHL	X	X	X	X	X
ClinicalKey	X		X	X	
Cochrane Database of Systematic Reviews/Cochrane Library	X	X	X	X	X
DynaMed	X				
JAMAevidence	X				
MEDLINE (via EBSCO, Ovid, or ProQuest)	X	X		X	X
Natural Medicines (formerly Natural Standard & NMDC)	X	X	X		
ProQuest Dissertations & Theses Global	X	X	X	X	X
PsycINFO	X				X
PubMed	X		X		X
Science Direct	X				X
STAT!Ref		X	X		
Up to Date[1]		X[4]	X		X
Web of Science	X	X	X	X	X
WorldCat	X	X	X	X	X

[1] USC – Anatomy & Physiology

[1] UF - On campus and VPN access only

Journals

Journal Title	UCF	UF	UNC	USC	Boise State
AACN Advanced Critical Care	X	X	X	X	X
Academic Emergency Medicine	X				
Accident and Emergency Nursing (continued by International emergency nursing)	X	X	X	X	X
Advanced Emergency Nursing Journal	X	X	X	X	X

Journal Title	UCF	UF	UNC	USC	Boise State
American Journal of Critical Care	x	x	x	x	x
American Journal of Emergency Medicine	x	x	x	x	x
American Journal of Nursing	x	x	x	x	x
American Journal of Respiratory and Critical Care Medicine	x	x	x	SOM	x
Annals of emergency medicine	x	x	x	x	x
BioMed Central Emergency Medicine http://www.biomedcentral.com/bmcemergmed/	x	x	x	x	x
Cancer Nursing	x	x	x	x	x
Chest	x	x	x	x	x
Clinical Nurse Specialist	x	x	x	x	x
Critical Care	x	x	x		x
Critical Care Medicine	x	x	x	x	x
Critical Care Nurse	x	x	x	x	x
Critical Care Nursing Quarterly	x	x	x	x	x
Critical Care Research and Practice	x	x	x	x	x
Current Opinion in Critical Care		x	x		
Dimensions of Critical Care Nursing	x	x	x	x	x
Disaster management & response : DMR (2003-2007; continues Int'l Journal of Trauma Nursing)	x	x	x	x	x
Emergency Medicine Journal: EMJ	x	x	x		*
Geriatric Nursing	x	x	x	x	x
Gastroenterology Nursing	x	x	x	x	x
Heart & Lung: The Journal of Acute and Critical Care	x	x	x	x	x
International Emergency Nursing (continues Accident and Emergency Nursing)	x	x	x	x	x
International Journal of Orthopaedic and Trauma Nursing	x	x	x	x	x
Intensive and Critical Care Nursing	x	x	x		x
Intensive Care Medicine	x	x	x	x	x
Journal of Acute Medicine	x	x	x	x	x
Journal of Addictions Nursing	x	x	x	x	x
Journal of Cardiopulmonary Rehabilitation and Prevention	x	x	x	x	x
Journal of Christian Nursing	x	x	x	x	x
Journal of Critical Care	x	x	x	x	x
Journal of Emergencies, Trauma and Shock	x	x	x		x
Journal of Emergency Medicine	x	x	x	x	x
Journal of Gerontological Nursing	x	x	x	x	x
Journal of Head Trauma Rehabilitation	x	x	x	*	x
Journal of Infusion Nursing	x	x	x	x	x
Journal of Intensive Care Medicine	x	x	x	x	x
Journal of Neurologic Physical Therapy	x	x	x		x
Journal of Neuroscience Nursing	x	x	x	x	x
Journal of Nurse Practitioners	x	x	x		x
Journal of Nursing Education	x	x	x	x	x
Journal of Trauma Nursing	x	x	x	x	x

Journal Title	UCF	UF	UNC	USC	Boise State
Nursing ... Critical Care	x	x	x	x	x
Nursing in Critical Care	x	x	x	x	x
Nurse Educator	x	x	x	x	x
Nursing Education Perspectives	x	x	x	x	x
Nursing Standard	x	x	x	x	x
Online journal of issues in nursing: OJIN	x	x	x	x	x
OR Nurse	x	x	x	x	x
Orthopaedic Nursing	x	x	x	x	x
Point of Care	x	x	x		x
Prehospital and Disaster Medicine	x	x	x		x
Research in Gerontological Nursing			x		x
Trauma	x	x	x	x	x

Numerous journals in Journals@Ovid, EBSCOhost CINAHL Plus with Full Text and Elsevier

SOM = School of Medicine

* = contains older holdings without current subscription (within last 2 years)

Books – All publication dates

Subjects	UCF	UF	UNC	USC	Boise State
Acute disease--Nursing	16	12	17	10	1
Critical care medicine	333	416	300	141	38
Emergency nursing	60	57	45	71	16
Geriatric nursing	188	132	155	231	43
Intensive care nursing	162	72	105	143	33
Nurse practitioners	125	92	98	120	21
Respiratory intensive care	20	24	24	12	7

Reference books

E-Books

E-Book Titles	UCF	UF	UNC	USC	Boise State
AccessMedicine	x	x	x	x	
Access Pharmacy	x	x	x		
Books@Ovid	x	x	x		
ClinicalKey ebooks	x		x	x	
EBSCOhost eBooks	x	x	x		
ebrary	x	x	x	x	x
LWW Health Library	x				
Springer Link	x	x	x		
STATIRef		x	x		
Thieme	x	x	x		

Standards:

AACN Scope and Standards for Acute Care Nurse Practitioner Practice
http://www.aacn.org/wd/practice/docs/acnp-scope-and-standards.pdf

Standards for Acute & Critical Care Nursing Practice
http://www.aacn.org/wd/practice/content/standards.for.acute.and.ccnursing.practice.pcms?menu=

Statistics

National Center for Health Statistics http://www.cdc.gov/nchs/
FedStats http://fedstats.sites.usa.gov/
Health Statistics from MedlinePlus https://www.nlm.nih.gov/medlineplus/healthstatistics.html
National Center for Health Statistics (CDC) http://www.cdc.gov/nchs/
State Health Facts Online http://kff.org/statedata/
U.S. Census Bureau http://www.census.gov/

Associations

American Association of Critical Care Nurses http://www.aacn.org/
American College of Nurse Practitioners https://www.aanp.org/

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - ADDITIONS ONLY

This form is to be used to **ADD** degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☑ Library assessment of resources.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Nursing and Health Care Simulation Certificate

Please check all that apply: This action affects a: ☐ Program ☐ Track ☑ Certificate

DELIVERY: Program will be delivered: ☐ Face to Face ☑ Completely Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☑ No

Brief description of program and rationale for the addition: **Do not add complete catalog copy here.**

The Online Certificate in Nursing and Healthcare Simulation will prepare students to develop and lead nursing and healthcare simulation programs in academic and practice settings. Based on baccalaureate education, students will learn the range of experiences for learning in the simulated environment, will develop skills for leading simulation programs and will have the opportunity to develop a self-designed project. Simulation techniques are expanding in the area of initial education, team training and quality improvement in the healthcare arena. This fully on line program will prepare nurses and others for work in this field. The certificate will join other nationally accredited options in the CON.

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

Future Students

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.

Persons who are interested in participating in simulation training. No licensure or certification is required for this track.

	Year 1	Year 2	Year 3
Headcount	10	10	10
SCHs	30	30	30

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Students will be able to lead simulation centers, conduct research related to 'outcomes' (patient, student, etc.), engage in interdisciplinary projects around simulation.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) SUSAN K CHASE (Signature) Susan K. Chase Date 12/2/15

College Academic Standards (Print) Christopher Blackwell (Signature) [signature] Date 12/4/15

College Dean (Print) Mary Lou Soli (Signature) [signature] Date 12/2/15

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 Knowledge Management; Academic Services; College of Graduate Studies

Nursing and Healthcare Simulation Graduate Certificate

PROGRAM DESCRIPTION

The Graduate Certificate in Nursing and Healthcare Simulation prepares nurses, members of other healthcare disciplines, administrators and simulation and technology professionals to design, manage, evaluate healthcare simulations for basic education and improvement of team healthcare delivery. Read More

Program Objectives

- Analyze social, economic, ethical cultural legal and political issues influence nursing and health practice in a global context.
- Collaborate with leaders in nursing and other disciplines to improve the quality of profession healthcare practice and the outcomes of care.
- Develop and implement innovative applications for simulation experiences in healthcare.
- Evaluate models of delivery of simulation in education and healthcare settings in terms of effectiveness
- Evaluate the cost benefit of the use of simulation in healthcare and education.

CURRICULUM

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

Optional courses cannot be substituted for the required courses and do not count toward the certificate.

Required Courses—9 Credit Hours

- NGR 6XX1 Introduction to Nursing and Healthcare Simulation (3 credit hours)
- NGR 6XX2 Leadership of Operations in Healthcare Simulation (3 credit hours)
- NGR 6XX3 Healthcare Simulation Capstone (3 credit hours)

Optional Courses

- Students may take as an optional additional course:

- NGR 6xx4 Healthcare Simulation Practicum (1-3 cr hr)

Application Requirements

Admission is open to those with a Bachelor's degree from a regionally accredited institution. The degree or other preparation must have some relevance to healthcare simulation. 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.

The following application requirements are effective for Spring 2016 applicants and beyond..

Admission to the program is competitive on a space-available basis. In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- NSN or other bachelor's degree earned from an accredited institution.
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
    - Describe how your professional experiences have prepared you for future education in the role in nursing or healthcare simulation.
    - Describe your plans to alter your work, professional and/ or personal obligations in order to have the time needed for graduate course work.
    - Identify one significant contemporary issue/ problem in the US Health care system and explore how members of healthcare profession can help address that issue or solve that problem.
- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications and activities with professional organizations. For recent graduates this can include accomplishments as a student.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with an adviser to discuss your goals for graduate study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for post-master's preparation for nursing education.

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

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota

Application Deadlines

Nursing and Healtcare Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	February15-	-		-
International Applicants	January 15-		-	-

Like this on FacebookTweet this on TwitterShare this on Google+

Contact Info

Graduate Program

Laura Gonzalez

Assistant Professor

laura.gonzalez@ucf.edu
Telephone: 407-823-3372
UTWR 420

Graduate Admissions

Adriana Kelly

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

Millican Hall 230
Online Application
Graduate Admissions

Mailing Address

UCF College of Graduate Studies
Millican Hall 230

PO Box 160112
Orlando, FL 32816-0112

Institution Codes

GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Deanna Williams

From: Susan Chase
Sent: Monday, November 30, 2015 2:48 PM
To: Deanna Williams
Subject: FW: Healthcare Simulation courses for new program proposal

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
College of Nursing
University of Central Florida
12201 Research Parkway
Suite 300
Orlando, FL, 32826
407-823-6274
407-823-5508 (Fax)
http://www.nursing.ucf.edu/

UCF 50 1963-2013 50 YEARS

From: Rosemarye Taylor
Sent: Monday, November 23, 2015 8:54 AM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

I have not gotten a response yet indicating that there is a conflict. If I do, I'll let you know.

Have a wonderful holiday!
Rose

Rosemarye Taylor

Professor, Educational Leadership
Interim Associate Dean for Graduate Studies
College of Education and Human Performance
University of Central Florida
rosemarye.taylor@ucf.edu
Member ERASMUS Modern Doctorate Consortium

Check out the Executive Ed. D. in Educational Leadership. Get your certification in educational leadership and doctorate in 9 semesters. Deadline to apply is May 1.
Http://education.ucf.edu/edleadership

From: Susan Chase
Sent: Monday, November 23, 2015 8:53 AM

To: Rosemarye Taylor <Rosemarye.Taylor@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

Thanks! You too!

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
College of Nursing
University of Central Florida
12201 Research Parkway
Suite 300
Orlando, FL, 32826
407-823-6274
407-823-5508 (Fax)
http://www.nursing.ucf.edu/

UCF 50 1963–2013 YEARS

From: Rosemarye Taylor
Sent: Friday, November 20, 2015 4:02 PM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

Susan,
I'm sharing with the unit chairs, but I don't see any issues. They will let me know if they do.

Have a wonderful Thanksgiving!

Best wishes,
Rose

Rosemarye Taylor

Professor, Educational Leadership
Interim Associate Dean for Graduate Studies
College of Education and Human Performance
University of Central Florida
rosemarye.taylor@ucf.edu
Member ERASMUS Modern Doctorate Consortium

Check out the Executive Ed. D. in Educational Leadership. Get your certification in educational leadership and doctorate in 9 semesters. Deadline to apply is May 1.
Http://education.ucf.edu/edleadership

From: Susan Chase
Sent: Friday, November 20, 2015 3:06 PM
To: Rosemarye Taylor <Rosemarye.Taylor@ucf.edu>; Ross Wolf <Ross.Wolf@ucf.edu>; Randall Shumaker <Randall.Shumaker@ucf.edu>

Cc: Deanna Williams <Deanna.Williams@ucf.edu>
Subject: Healthcare Simulation courses for new program proposal

I am attaching course descriptions for three new courses that we are proposing to comprise a 3-course Certificate in Nursing and Healthcare Simulation as well as courses for a 30-credit MSN track also in Nursing and Healthcare Simulation. There is also a variable credit Practicum option for the MSN or the Certificate attached as a fourth course.

I don't think it is required but I will also attach a copy of our MSN plan of study so you can see how things fit. There will be full and part time options.

Please review the courses to determine whether they duplicate courses you have that would work for our program. Feel free to share with appropriate people in your colleges/programs. Both the Certificate and the MSN will be delivered Online with the option of some intensive experience on campus. We will be submitting our new track proposal and courses for the January 6 deadline for Graduate Curriculum Committee. Your responses will be attached to our proposal.

Thanks and enjoy a bit of holiday break!

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
College of Nursing
University of Central Florida
12201 Research Parkway
Suite 300
Orlando, FL, 32826
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UCF 50
1963–2013 YEARS

Deanna Williams

From: Susan Chase
Sent: Monday, November 30, 2015 2:49 PM
To: Deanna Williams
Subject: FW: Healthcare Simulation courses for new program proposal

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
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Suite 300
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http://www.nursing.ucf.edu/

UCF 50 1963–2013 50 YEARS

From: Ross Wolf
Sent: Wednesday, November 25, 2015 2:53 PM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: FW: Healthcare Simulation courses for new program proposal

Susan-
I have checked with the programs in the College of Health and Public Affairs, and we do not have any problems with these proposed courses.

Let me know if you need anything additional.
Ross

Dr. Ross Wolf

Associate Dean, Academic Affairs and Technology

College of Health and Public Affairs
University of Central Florida
P.O. Box 162200, Orlando, FL 32816-2200 | U.S.A.
(407) 823-0171 | fax (407) 823-5821
ross.wolf@ucf.edu | www.ucf.edu

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POINTS OF LIGHT Recipient

From: Susan Chase
Sent: Friday, November 20, 2015 3:06 PM
To: Rosemarye Taylor; Ross Wolf; Randall Shumaker
Cc: Deanna Williams
Subject: Healthcare Simulation courses for new program proposal

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Thanks and enjoy a bit of holiday break!

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
College of Nursing
University of Central Florida
12201 Research Parkway
Suite 300
Orlando, FL, 32826
407-823-6274
407-823-5508 (Fax)
http://www.nursing.ucf.edu/

UCF 50 1963-2013 YEARS

University of Central Florida

College of Nursing

Faculty List

Dawn, Allen, MSN, ARNP, FNP-BC
Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Jon Decker, PhD, ARNP, FNP-BC
Joellen Edwards, PhD, RN, FAAN
Loretta "Lori" Forlaw, PhD, RN, FACHE
Laura Gonzalez, PhD, ARNP, CNE
Julie Hinkle, PhD, RN, CNE
Erica Edgar Hoyt, MSN, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Donna Felber Neff, PhD, RN, FNAP
Susan Quelly, PhD, RN, CNE
Angela Ritten, DNP, ARNP, FNP-BC
Mary Lou Sole, PhD, RN, CCNS, CNL, FAAN, FCCM
Steven Talbert, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP

College of Nursing
12201 Research Parkway #300 • Orlando, FL 32826 • 407-823-2744 • FAX 407-823-5675

An Equal Opportunity and Affirmative Action Institution

To: Dr. Susan Chase, Associate Dean for Graduate Affairs, College of Nursing
Dr. Diane Andrews, Associate Professor, College of Nursing
Dr. Laura Gonzalez, Healthcare Simulation Track Coordinator, College of Nursing
Dr. Mindi Anderson, Associate Professor, College of Nursing
Ms. Ying Zhang, Interim Dept. Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries
Dr. Jana Jasinski, Associate Dean, College of Graduate Studies

From: Andrew Todd, Nursing Subject Librarian and Terrie Sypolt, Education Subject Librarian

Subject: **Library Evaluation for the proposed Simulation in Healthcare Program Track**

Very few institutions in the U.S. have this particular graduate degree, although several have certificate programs. UCF Librarians Terrie Sypolt and Andrew Todd, along with College of Nursing Faculty Dr. Laura Gonzalez and Dr. Mindi Anderson selected the universities for comparative review. Since Drexel University and the University of San Francisco both have graduate programs in healthcare simulation, they were considered ideal candidates for the review.

When reviewing support for the Simulation in Healthcare Program Proposal Track of Master of Science in Nursing, the selection team chose the following institutions for the comparison:

- Drexel University
- University of San Francisco
- University of Iowa
- Boise State University

To determine what journal titles to include in the analysis, we reviewed journal lists found in relevant Libguides of top institutions (i.e., University of Iowa's "Simulation, Teamwork, and Patient Safety" Libguide) and supplemented this effort by gathering faculty feedback and by performing library catalog searches for relevant titles.

Databases: The UCF Libraries' databases compare favorably with those of the chosen institutional programs. While Scopus would be a good supplemental source, it is not an essential source for this program. We have the databases needed to support the certificate program and a subsequent Master's degree track. No additional databases are needed to support this program.

Journals: The UCF Libraries' journal holdings compare favorably to those of the other institutions. Since UCF currently has all journals on the review list, we are able to support the newly proposed track on Intervention Services.

Subject headings: The number of University of Central Florida Libraries' book volume holdings were second highest as compared to the other institutions' holdings in the seven LC subject heading areas we analyzed. Thus, the book collection currently supports the proposed program library needs well. No additional funds are needed at this time.

Reference books/Background: UCF's reference book collection/background resources compare favorably to other institutions compared.

Based upon the numbers seen in the comparison, UCF's Libraries is able to strongly support the proposed certificate program in Simulation in Healthcare Program Track.

No additional funds are needed at this time. If additional journal titles become available and purchase becomes necessary, the UCF Libraries will need funding from the CON unless additional funds are forthcoming.

Databases

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Biotechnology & Bioengineering Abstracts	x				
Biotechnology Research Abstracts	x				
CINAHL with Full Text/CINAHL Complete	x	x	x	x	x
Cochrane	x	x	x	x	x
Compendex (Ei Engineering Village)	x			x	x
Education Full Text/Education Research Complete/Education Source	x		x	x	x
ERIC	x	x	x	x	x
Health Source: Nursing/Academic	x		x	x	x
IEEE Xplore	x	x		x	
Medline	x	x	x	x	x
ProQuest Dissertations & Theses Global	x	x	x	x	x
ProQuest Nursing & Allied Health Source/ProQuest Nursing & Health Premier		x	x		
PsycINFO	x	x	x	x	x
PubMed	x	x	x	x	x
Science Direct	x	x	x	x	x
Scopus			x	x	x
SpringerLink	x	x	x	x	x
Springer Protocols	x			x	
Web of Science	x	x	x	x	x

Journals

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Academic Emergency Medicine Special Issue 2008	x	x	x	x	x
Academic Medicine	x	x	x	x	x
BMC Medical Education	x	x	x	x	x
BMJ Simulation & Technology Enhanced Learning	x	x	x	x	x

Clinical Simulation in Nursing	x	x	x	x	x
Computers, Informatics, Nursing: CIN	x		x	x	x
Drug, Healthcare and Patient Safety	x	x	x	x	x
IEEE Transactions on Visualization and Computer Graphics	x	x	x	x	x
Internet Journal of Medical Simulation	x	x	x	x	x
Journal of Continuing Education in the Health Professions	x	x	x	x	x
Journal of Nursing Education	x	x	x	x	x
Journal of Patient Safety	x	x	x	x	x
Journal on Quality and Patient Safety	x	x	x	x	x
Journal of research in Interprofessional practice and education	x	x	x	x	x
Medical Education	x	x	x	x	x
Medical Education Online	x	x	x	x	x
Medical Teacher	x	x	x	x	x
Nurse Educator	x	x	x	x	x
Nursing Education Perspectives	x	x	x	x	x
Nursing Standard	x	x	x	x	x
OJIN	x	x	x	x	x
Patient Safety and Quality Healthcare	x	x	x	x	x
Patient Safety in Surgery	x	x	x	x	x
PLOS One	x	x	x	x	x
Presence: Teleoperators and Virtual Environments	x		x	x	x
Simulation in Healthcare	x	x	x	x	
Teaching and Learning in Medicine	x	x	x	x	x

Books

	UCF	**Drexel**	**U of San Francisco**	**Iowa**	**Boise State**
Simulated (standardized) patients and other human simulations/Barrows					
Clinical Simulation: Operations, Engineering, and Management (2008)			x	x	
Coaching Standardized Patients: For use in the assessment of clinical competence (2007)	x	x	x	x	x
Comprehensive Textbook of Healthcare Simulation (2013)	x			x	x
Error Reduction in Health Care: A systems approach to improving patient safety (2011)	x		x	x	x
Game-Based Teaching and Simulation in Nursing and Health Care (2012)	x		x	x	x
Human Simulation for Nursing and Health Professions (2012)	x	x		x	

Making Health Care Safer: A Critical Analysis of Patient Safety Practices	x	x		x	
Manual of Simulation in Healthcare				x	
Patient Safety and Quality: An Evidence-Based Handbook for Nurses (2008)	x		x	x	
Practical Healthcare Simulations				x	
Taking the Lead in Patient Safety: How Healthcare Leaders Influence Behavior and Create Culture (2009)				x	x

Subject Headings

	UCF	Drexel	San Francisco	Iowa	Boise State
Medical Care – Computer Simulation	1	2	0	0	0
Medical Education	409	55	78	792	267
Medicine – Study & Teaching –Simulation Methods	10	1	1	15	3
Nursing – Study & Teaching	399	142	147	880	198
Nursing – Study & Teaching –Simulation Methods	10	3	7	15	14
Patients -- Safety measures	17	12	20	28	8
Simulated Patients	12	12	1	16	12

E-Book Databases

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Books@Ovid	x	x	x		
EBSCOhost eBooks	x	x	x		
ebrary	x	x	x	x	x

Web Resources

Agency for Healthcare Research and Quality (AHRQ)
American Association of Colleges of Nursing (AACN)
Association of Standardized Patient Educators (ASPE)
Australia Society for Simulation in Healthcare (ASSH)
CAE/METI: Human Patient Simulation Network (HPSN)
Florida Healthcare Simulation Alliance
Institute for Healthcare Improvement
International Pediatric Simulation Society (IPSS)
Kansas State Board of Nursing Simulation Scenario Library
Laerdal: Simulation User Network (SUN)
National Council of State Boards of Nursing (NCSBN)
Quality & Safety Education for Nurses (QSEN)
Simulation Innovation Resource Center
Society in Europe for Simulation Applied to Medicine (SESAM)
The Institute of Medicine

The International Nursing Association for Clinical Simulation and Learning (INACSL)
The Joint Commission
The National League for Nursing (NLN) Simulation Innovation Resource Center (SIRC)
The Society for Simulation in Healthcare (SSH)
University of Virginia Research Data Services: Simulation

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - ADDITIONS ONLY

This form is to be used to **ADD** degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ If applicable, a written agreement from all involved units that they are in support of, will provide courses to, or will participate in the program, track, or certificate.

☑ Course Action Request forms, as needed.

☐ Library assessment of resources.

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

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: Nursing and Health Care Simulation MSN

Please check all that apply: This action affects a: ☐ Program ☑ Track ☐ Certificate

DELIVERY: Program will be delivered: ☐ Face to Face ☑ Completely Online ☐ Mixed Delivery

Will the program be a **market tuition rate** program? ☐ Yes ☑ No

Brief description of program and rationale for the addition: **Do not add complete catalog copy here.**

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

Impact on Current Students

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 attach a list of students if possible:

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

If yes, how will current students be impacted by the addition of a program, track or certificate?

Future Students

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.

Persons who are interested in participating in simulation training. No licensure or certification is required for this track.

	Year 1	Year 2	Year 3
Headcount	15	20	25
SCHs	45	60	75

Indicate likely career or student outcomes upon completion: (What will students do? What will their job titles be?)

Students will be able to work in academic faculty roles, lead simulation centers, conduct research related to 'outcomes' (patient, student, etc.), engage in interdisciplinary projects around simulation.

Please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director (Print) SUSAN K. CHASE (Signature) Susan K. Chase Date 12/2/15

College Academic Standards (Print) Christopher Blackwell (Signature) [signature] Date 12/4/15

College Dean (Print) MARY LOU DOW (Signature) [signature] Date 12/2/15

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 Knowledge Management; Academic Services; College of Graduate Studies

Nursing and Health Care Simulation MSN

TRACK DESCRIPTION

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

Program Objectives

The programs prepare students to:

- Analyze social, economic, ethical, cultural, legal, and political issues influencing nursing practice and health care in a global context.
- Collaborate with leaders in nursing and other disciplines to improve the quality of professional nursing practice and the health care system.
- Develop and implement leadership, management, and teaching strategies for the improvement of health and health care.
- Develop practice models of evidence-based nursing practice incorporating nursing research.
- Influence health and public policy to improve health of communities.
- Participate in lifelong learning activities.
- Participate in research and disseminate research findings through presentation and publication.
- Synthesize advanced knowledge from the sciences, humanities, and nursing theories to support advanced nursing practice.
- Plan, evaluate and implement the delivery of health care using critical thinking skills.
- Practice in an advanced nursing role.

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

CURRICULUM

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

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

Required Nursing Courses—15 Credit Hours

- NGR 5141 Pathophysiological Bases for ANP (3 credit hours)
- NGR 5800 Theory for Advanced Practice Nursing (3 credit hours)
- NGR 5884 Legal and Professional Behaviors in ANP (3 credit hours)
- NGR 6801 Research Methods (3 credit hours)
- NGR 6813 Evidence-Based Nursing Practice (Scholarly Project) (3 credit hours)

Required Simulation Courses—9 Credit Hours

- NGR 6xx1 Introduction to Nursing and Healthcare Simulation (3 credit hours)
- NGR 6xx2 Organizational Leadership and Operations in Healthcare Simulation (3 credit hours)
- NGR 6xx3 Healthcare Simulation Capstone Project (3 credit hours)

Optional Courses (Select at least two courses. May be from other colletes with permission of advisor and faculty of the course) - 6 Credit Hours

- NGR 5003 Advanced Health Assessment and Diagnostic Reasoning (2 credit hours)
- NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab (1 credit hour) (On campus lab time required)
- NGR 5720 Organizational Dynamics (3 credit hours)
- NGR 6722 Financial Management and Resource Development (3 credit hours)
- NGR 6713 Curriculum Development in Nursing Education (3 credit hours))
- NGR 6715 Application of Instructional Technology for Nursing Education (3 credit hours)
- NGR 6718 Evaluation in Nursing Education (3 credit hours)
- NGR 6791 Teaching Strategies for Nurse Educators (3 credit hours)
- IDS 6147 Perspectives on Modeling and Simulation (3 credit hours)
- IDS 6148 Human Systems Integration for Modeling and Simulation (3 credit hours)
- CAP 6671 Intelligent Systems: Robots, Agents, and Humans (3 credit hours)
- NGR 6xx4 Healthcare Simulation Practicum (1-3 credit hours)

College of Nursing Master's Program Handbook

All master's students are required to read the College of Nursing Master's Program Handbook regarding policies for each program and for academic progression. Information about each

program, particularly clinical placements and forms for appeals to the Master's APG Committee, are located in the Nursing MSN Handbook.

Equipment Fee

Full-time students in all Master of Science in Nursing programs pay a $90 equipment fee each semester that they are enrolled. part-time students pay $45 each semester.

Independent Learning

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

Application Requirements

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

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

Students are admitted to the programs in fall and spring semesters. To study full-time, applicants should apply for fall admission. Additional electives will be needed in some semesters to maintain full time status. Part-time plans of study are available for both fall and spring admission cycles.

The following application requirements are effective for Fall 2016 applicants and beyond. In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- Bachelor's degree from an accredited institution.*
- Undergraduate Statistics course.
- Address the following 3 items in a written essay. Total word count for all (not each) answers should be 500 words or less, double spaced, 12 point Times New Roman font, and 1 inch margins:
    - Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track.

- Describe your plans to alter your work, professional and/ or personal obligations in order to have the time needed for graduate course and clinical practice work.
- Identify one significant contemporary issue/ problem in the US Health care system and explore how members of the nursing profession can help address that issue or solve that problem.

- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

*For RNs with a Bachelor's degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu for additional options.

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

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in some states. Contact UCF Online Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

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

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

FINANCIALS

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

Fellowships

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

Contact Info

Request Program Information

Graduate Program

Laura Gonzalez, RN, PhD

laura.gonzalez@ucf.edu
Telephone: 407.823.3372
UTWR 300

Graduate Admissions

Adriana Kelly

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

Millican Hall 230
Online Application
Graduate Admissions

Mailing Address

UCF College of Graduate Studies
Millican Hall 230

PO Box 160112
Orlando, FL 32816-0112

Institution Codes

GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

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

Deanna Williams

From: Susan Chase
Sent: Monday, November 30, 2015 2:49 PM
To: Deanna Williams
Subject: FW: Healthcare Simulation courses for new program proposal

Susan K. Chase, EdD, FNP-BC
Professor and Associate Dean for Graduate Affairs
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From: Ross Wolf
Sent: Wednesday, November 25, 2015 2:53 PM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: FW: Healthcare Simulation courses for new program proposal

Susan-
I have checked with the programs in the College of Health and Public Affairs, and we do not have any problems with these proposed courses.

Let me know if you need anything additional.
Ross

Dr. Ross Wolf

Associate Dean, Academic Affairs and Technology

College of Health and Public Affairs
University of Central Florida
P.O. Box 162200, Orlando, FL 32816-2200 | U.S.A.
(407) 823-0171 | fax (407) 823-5821
ross.wolf@ucf.edu | www.ucf.edu

25 YEARS Strengthening Communities. Changing Lives.
1990-1991 to 2015-2016

POINTS OF LIGHT Recipient

From: Susan Chase
Sent: Friday, November 20, 2015 3:06 PM
To: Rosemarye Taylor; Ross Wolf; Randall Shumaker
Cc: Deanna Williams
Subject: Healthcare Simulation courses for new program proposal

I am attaching course descriptions for three new courses that we are proposing to comprise a 3-course Certificate in Nursing and Healthcare Simulation as well as courses for a 30-credit MSN track also in Nursing and Healthcare Simulation. There is also a variable credit Practicum option for the MSN or the Certificate attached as a fourth course.

I don't think it is required but I will also attach a copy of our MSN plan of study so you can see how things fit. There will be full and part time options.

Please review the courses to determine whether they duplicate courses you have that would work for our program. Feel free to share with appropriate people in your colleges/programs. Both the Certificate and the MSN will be delivered Online with the option of some intensive experience on campus. We will be submitting our new track proposal and courses for the January 6 deadline for Graduate Curriculum Committee. Your responses will be attached to our proposal.

Thanks and enjoy a bit of holiday break!

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UCF 50 1963–2013 YEARS

Deanna Williams

From: Susan Chase
Sent: Monday, November 30, 2015 2:48 PM
To: Deanna Williams
Subject: FW: Healthcare Simulation courses for new program proposal

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From: Rosemarye Taylor
Sent: Monday, November 23, 2015 8:54 AM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

I have not gotten a response yet indicating that there is a conflict. If I do, I'll let you know.

Have a wonderful holiday!
Rose

Rosemarye Taylor

Professor, Educational Leadership
Interim Associate Dean for Graduate Studies
College of Education and Human Performance
University of Central Florida
rosemarye.taylor@ucf.edu
Member ERASMUS Modern Doctorate Consortium

Check out the Executive Ed. D. in Educational Leadership. Get your certification in educational leadership and doctorate in 9 semesters. Deadline to apply is May 1.
Http://education.ucf.edu/edleadership

From: Susan Chase
Sent: Monday, November 23, 2015 8:53 AM

To: Rosemarye Taylor <Rosemarye.Taylor@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

Thanks! You too!

Susan K. Chase, EdD, FNP-BC
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1963–2013 50 YEARS

From: Rosemarye Taylor
Sent: Friday, November 20, 2015 4:02 PM
To: Susan Chase <Susan.Chase@ucf.edu>
Subject: RE: Healthcare Simulation courses for new program proposal

Susan,
I'm sharing with the unit chairs, but I don't see any issues. They will let me know if they do.

Have a wonderful Thanksgiving!

Best wishes,
Rose

Rosemarye Taylor

Professor, Educational Leadership
Interim Associate Dean for Graduate Studies
College of Education and Human Performance
University of Central Florida
rosemarye.taylor@ucf.edu
Member ERASMUS Modern Doctorate Consortium

Check out the Executive Ed. D. in Educational Leadership. Get your certification in educational leadership and doctorate in 9 semesters. Deadline to apply is May 1.
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From: Susan Chase
Sent: Friday, November 20, 2015 3:06 PM
To: Rosemarye Taylor <Rosemarye.Taylor@ucf.edu>; Ross Wolf <Ross.Wolf@ucf.edu>; Randall Shumaker <Randall.Shumaker@ucf.edu>

Cc: Deanna Williams <Deanna.Williams@ucf.edu>
Subject: Healthcare Simulation courses for new program proposal

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Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF
Diane Andrews, PhD, RN
Karen Aroian, PhD, RN, FAAN
Christopher Blackwell, PhD, ARNP, ANP-BC, AGACNP-BC, CNE
Annette Bourgault, PhD, RN, CNL
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Jon Decker, PhD, ARNP, FNP-BC
Joellen Edwards, PhD, RN, FAAN
Loretta "Lori" Forlaw, PhD, RN, FACHE
Laura Gonzalez, PhD, ARNP, CNE
Julie Hinkle, PhD, RN, CNE
Erica Edgar Hoyt, MSN, RN, CNE
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Donna Felber Neff, PhD, RN, FNAP
Susan Quelly, PhD, RN, CNE
Angela Ritten, DNP, ARNP, FNP-BC
Mary Lou Sole, PhD, RN, CCNS, CNL, FAAN, FCCM
Steven Talbert, PhD, RN
Michele Upvall, PhD, RN, CNE
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP

College of Nursing
12201 Research Parkway #300 • Orlando, FL 32826 • 407-823-2744 • FAX 407-823-5675

An Equal Opportunity and Affirmative Action Institution

To: Dr. Susan Chase, Associate Dean for Graduate Affairs, College of Nursing
Dr. Diane Andrews, Associate Professor, College of Nursing
Dr. Laura Gonzalez, Healthcare Simulation Track Coordinator, College of Nursing
Dr. Mindi Anderson, Associate Professor, College of Nursing
Ms. Ying Zhang, Interim Dept. Head, Acquisitions & Collections
Ms. Mary Page, Assoc. Director, Technical Services
Mr. Barry Baker, Director of Libraries
Dr. Jana Jasinski, Associate Dean, College of Graduate Studies

From: Andrew Todd, Nursing Subject Librarian and Terrie Sypolt, Education Subject Librarian

Subject: **Library Evaluation for the proposed Simulation in Healthcare Program Track**

Very few institutions in the U.S. have this particular graduate degree, although several have certificate programs. UCF Librarians Terrie Sypolt and Andrew Todd, along with College of Nursing Faculty Dr. Laura Gonzalez and Dr. Mindi Anderson selected the universities for comparative review. Since Drexel University and the University of San Francisco both have graduate programs in healthcare simulation, they were considered ideal candidates for the review.

When reviewing support for the Simulation in Healthcare Program Proposal Track of Master of Science in Nursing, the selection team chose the following institutions for the comparison:

- Drexel University
- University of San Francisco
- University of Iowa
- Boise State University

To determine what journal titles to include in the analysis, we reviewed journal lists found in relevant Libguides of top institutions (i.e., University of Iowa's "Simulation, Teamwork, and Patient Safety" Libguide) and supplemented this effort by gathering faculty feedback and by performing library catalog searches for relevant titles.

Databases: The UCF Libraries' databases compare favorably with those of the chosen institutional programs. While Scopus would be a good supplemental source, it is not an essential source for this program. We have the databases needed to support the certificate program and a subsequent Master's degree track. No additional databases are needed to support this program.

Journals: The UCF Libraries' journal holdings compare favorably to those of the other institutions. Since UCF currently has all journals on the review list, we are able to support the newly proposed track on Intervention Services.

Subject headings: The number of University of Central Florida Libraries' book volume holdings were second highest as compared to the other institutions' holdings in the seven LC subject heading areas we analyzed. Thus, the book collection currently supports the proposed program library needs well. No additional funds are needed at this time.

Reference books/Background: UCF's reference book collection/background resources compare favorably to other institutions compared.

Based upon the numbers seen in the comparison, UCF's Libraries is able to strongly support the proposed certificate program in Simulation in Healthcare Program Track.

No additional funds are needed at this time. If additional journal titles become available and purchase becomes necessary, the UCF Libraries will need funding from the CON unless additional funds are forthcoming.

Databases

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Biotechnology & Bioengineering Abstracts	x				
Biotechnology Research Abstracts	x				
CINAHL with Full Text/CINAHL Complete	x	x	x	x	x
Cochrane	x	x	x	x	x
Compendex (Ei Engineering Village)	x			x	x
Education Full Text/Education Research Complete/Education Source	x		x	x	x
ERIC	x	x	x	x	x
Health Source: Nursing/Academic	x		x	x	x
IEEE Xplore	x	x		x	
Medline	x	x	x	x	x
ProQuest Dissertations & Theses Global	x	x	x	x	x
ProQuest Nursing & Allied Health Source/ProQuest Nursing & Health Premier		x	x		
PsycINFO	x	x	x	x	x
PubMed	x	x	x	x	x
Science Direct	x	x	x	x	x
Scopus			x	x	x
SpringerLink	x	x	x	x	x
Springer Protocols	x			x	
Web of Science	x	x	x	x	x

Journals

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Academic Emergency Medicine Special Issue 2008	x	x	x	x	x
Academic Medicine	x	x	x	x	x
BMC Medical Education	x	x	x	x	x
BMJ Simulation & Technology Enhanced Learning	x	x	x	x	x

Clinical Simulation in Nursing	x	x	x	x	x
Computers, Informatics, Nursing: CIN	x		x	x	x
Drug, Healthcare and Patient Safety	x	x	x	x	x
IEEE Transactions on Visualization and Computer Graphics	x	x	x	x	x
Internet Journal of Medical Simulation	x	x	x	x	x
Journal of Continuing Education in the Health Professions	x	x	x	x	x
Journal of Nursing Education	x	x	x	x	x
Journal of Patient Safety	x	x	x	x	x
Journal on Quality and Patient Safety	x	x	x	x	x
Journal of research in Interprofessional practice and education	x	x	x	x	x
Medical Education	x	x	x	x	x
Medical Education Online	x	x	x	x	x
Medical Teacher	x	x	x	x	x
Nurse Educator	x	x	x	x	x
Nursing Education Perspectives	x	x	x	x	x
Nursing Standard	x	x	x	x	x
OJIN	x	x	x	x	x
Patient Safety and Quality Healthcare	x	x	x	x	x
Patient Safety in Surgery	x	x	x	x	x
PLOS One	x	x	x	x	x
Presence: Teleoperators and Virtual Environments	x		x	x	x
Simulation in Healthcare	x	x	x	x	
Teaching and Learning in Medicine	x	x	x	x	x

Books

	UCF	**Drexel**	**U of San Francisco**	**Iowa**	**Boise State**
Simulated (standardized) patients and other human simulations/Barrows					
Clinical Simulation: Operations, Engineering, and Management (2008)			x	x	
Coaching Standardized Patients: For use in the assessment of clinical competence (2007)	x	x	x	x	x
Comprehensive Textbook of Healthcare Simulation (2013)	x			x	x
Error Reduction in Health Care: A systems approach to improving patient safety (2011)	x		x	x	x
Game-Based Teaching and Simulation in Nursing and Health Care (2012)	x		x	x	x
Human Simulation for Nursing and Health Professions (2012)	x	x		x	

Making Health Care Safer: A Critical Analysis of Patient Safety Practices	x	x		x	
Manual of Simulation in Healthcare				x	
Patient Safety and Quality: An Evidence-Based Handbook for Nurses (2008)	x		x	x	
Practical Healthcare Simulations				x	
Taking the Lead in Patient Safety: How Healthcare Leaders Influence Behavior and Create Culture (2009)				x	x

Subject Headings

	UCF	Drexel	San Francisco	Iowa	Boise State
Medical Care – Computer Simulation	1	2	0	0	0
Medical Education	409	55	78	792	267
Medicine – Study & Teaching –Simulation Methods	10	1	1	15	3
Nursing – Study & Teaching	399	142	147	880	198
Nursing – Study & Teaching –Simulation Methods	10	3	7	15	14
Patients -- Safety measures	17	12	20	28	8
Simulated Patients	12	12	1	16	12

E-Book Databases

	UCF	Drexel	U of San Francisco	Iowa	Boise State
Books@Ovid	x	x	x		
EBSCOhost eBooks	x	x	x		
ebrary	x	x	x	x	x

Web Resources

Agency for Healthcare Research and Quality (AHRQ)
American Association of Colleges of Nursing (AACN)
Association of Standardized Patient Educators (ASPE)
Australia Society for Simulation in Healthcare (ASSH)
CAE/METI: Human Patient Simulation Network (HPSN)
Florida Healthcare Simulation Alliance
Institute for Healthcare Improvement
International Pediatric Simulation Society (IPSS)
Kansas State Board of Nursing Simulation Scenario Library
Laerdal: Simulation User Network (SUN)
National Council of State Boards of Nursing (NCSBN)
Quality & Safety Education for Nurses (QSEN)
Simulation Innovation Resource Center
Society in Europe for Simulation Applied to Medicine (SESAM)
The Institute of Medicine

The International Nursing Association for Clinical SImulation and Learning (INACSL)
The Joint Commission
The National League for Nursing (NLN) Simulation Innovation Resource Center (SIRC)
The Society for Simulation in Healthcare (SSH)
University of Virginia Research Data Services: Simulation

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Optics and Photonics

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program:

Name of program, track and/or certificate: Master of Science in Optics and Photonics,

Please check all that apply: This action affects a: ☑ Program ☑ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Optics Track and Photonics Track

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

With the changes made to the Optics and Photonics PhD Core, the course changes will affect our general Master of Science in Optics and Photonics program as well as both Tracks. This request is to document and officially approve those changes for the Master of Science in Optics program.

Briefly list curriculum 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.**

>Modify the core requirement of all tracks in the Optics and Photonics MS:
- Remove OSE 5041 Intro to Wave Optics as an optional requirement
- Add OSE 6111 Optical Wave Propagation as a requirement
- Add OSE 5115 Interference, Diffraction and Coherence as a requirement

>Remove OSE 5203 or OSE 6432 requirements from general MS program and now require only OSE 6525 Laser Engineering.

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

_____

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

If yes, how will current students be impacted by this change?

If current students who have not graduated by Fall 2016 choose to change to the Fall 2016 catalog year to take advantage of these changes, they will only need to notify the college graduate program office to request the change.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director	**(Print)** DAVID J. HAGAN	**(Signature)**		**Date** 12/01/2015
College Academic Standards	**(Print)** DAVID J. HAGAN	**(Signature)**		**Date** 12/01/2015
College Dean	**(Print)** BAHAA E.A. SALEH	**(Signature)**		**Date** 12/01/2015
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 Knowledge Management; Academic Services; College of Graduate Studies

Program Revision Request Form

List of Faculty participating in the program - with their credentials

	Tenure	Title	2nd Title	Status	Diss Chair Faculty
Saleh, Bahaa	Y	Dean & Director	Professor of Optics & Photonics	Graduate Faculty	Dissertation Chair
Hagan, David	Y	Associate Dean	Professor of Optics & Photonics	Graduate Faculty	Dissertation Chair
Abouraddy, Ayman	Y	Associate Professor Optics		Graduate Faculty	Dissertation Chair
Chang, Zenghu	Y	Distinguished Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Christodoulides, Demetrios	Y	Pegasus Professor Optics & Photonics	Cobb Family Endowed chair	Graduate Faculty	Dissertation Chair
Delfyett, Peter	Y	Professor of Optics & Photonics	Univ Trustee Chair & Director Townes Laser Ins.	Graduate Faculty	Dissertation Chair
Deppe, Dennis	Y	Professor of Optics & Photonics	FPCE Endowed Chair	Graduate Faculty	Dissertation Chair
Dogariu, Aristide	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Fathpour, Sasan	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Gaume, Romain	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Kar, Aravinda	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Kik, Pieter	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Kuebler, Stephen	Y	Associate Professor Chemistry		Graduate Faculty	Dissertation Chair
Li, Guifang	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
LiKamWa, Patrick	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Moharam, M. G. "Jim"	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Richardson, Kathleen	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Richardson, Martin	Y	Pegasus Professor Optics & Photonics	Univ Trustee Chair & Northop Gruman Prof X-ray Photonics	Graduate Faculty	Dissertation Chair
Shulzgen, Axel	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Van Stryland, Eric	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Vodopyanov, Konstantin	Y	Professor of Optics & Photonics	21 Century Scholar Chair	Graduate Faculty	Dissertation Chair
Wu, Shin-Tson	Y	Pegasus Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Zeldovich, Boris	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Khajavikhan, Mercedeh	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Pang, Shuo	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Gelfand, Ryan	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Han, Kyu Young	N	Assistant Professor Optics & Photonics			
Renshaw, Kyle	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Chanda, Debashis	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Thomas, Jayan	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair

PROGRAM DESCRIPTION

The College of Optics and Photonics offers an interdisciplinary graduate program in optical science and engineering leading to a Master of Science in Optics and Photonics. The college has grown rapidly and now has 55 faculty members and faculty with joint appointments, 41 research scientists and 148 graduate students with research activities covering all aspects of optics, photonics, and lasers. Research expenditures are over $10 million annually, with over 20 percent of the funding coming from industrial partners, illustrating the effectiveness of the commitment to partnerships that is a foundational value of the COP.

Research activities cover all aspects of optics, photonics, and lasers, and the Center for Research and Education in Optics and Lasers (CREOL), the Florida Photonics Center of Excellence (FPCE), and the Townes Laser Institute (TLI) are integral parts of the College. Current research areas include: linear and nonlinear guided-wave optics and devices, high speed photonic telecommunications, fiber optic fabrication, fiber optic communications, solid state laser development, nonlinear optics, laser-induced damage, quantum-well optoelectronics, quantum optics, photonic information processing, infrared systems, optical diagnostics, optical system design, image analysis, virtual reality, medical imaging, diffractive optics, optical crystal growth and characterization, high intensity lasers, X-ray optics, EUV sources, optical glasses, laser materials processing, free-electron lasers, and light matter interaction.

The MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program's mission is to:

- Provide the highest-quality education in optical science and engineering
- Conduct scholarly, fundamental, and applied research
- Aid in the development of Florida's and the nation's technology-based industries

CURRICULUM

The Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers a thesis and nonthesis option. Students are allowed considerable freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and two research methods/laboratory courses are required.

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

Additional notes on the curriculum:

- A minimum of 24 credit hours of formal graduate courses is required in the thesis option of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be thesis or other elective and research courses as permitted in the option.
- At least 6 credit hours of approved optics or related science and engineering research methods/laboratory courses are required in both options. At least one must be in Optics or approved as an Optics substitute.
- Up to nine credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses—15 Credit Hours

Core—9 Credit Hours

The following foundation courses are ~~strongly recommended~~required ~~for all students unless they can demonstrate knowledge sufficient to waive the course in which case they will take an additional elective~~.

- ~~OSE 5041 Introduction to Wave Optics* (3 credit hours)~~

~~And two of the following three courses:~~

- ~~OSE 5203 Geometrical Optics and Imaging Systems (3 credit hours)~~
- ~~OSE 6432 Guided Waves and Optoelectronics (3 credit hours)~~
- OSE 5115 Interference, Diffraction and Coherence (3 credit hours
- OSE 6111 Optical Wave Propagation (3 credit hours)
- OSE 6525 Laser Engineering (3 credit hours)

~~* Note that OSE 5041 may be substituted by the student taking both OSE 6111 Optical Wave Propagation and OSE 6115 Interference and Diffraction.~~

Research Methods/Laboratory—6 Credit Hours

At least 6 credit hours of approved Optics and related science/engineering research methods/laboratory courses are required from the list below. At least one must be in Optics (OSE). One required laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These research methods/laboratory courses count toward the formal graduate course work requirement.

- OSE 6234C Applied Optics Laboratory (3 credit hours)
- OSE 6455C Photonics Laboratory (3 credit hours)
- OSE 6526C Laser Engineering Laboratory (3 credit hours)
- OSE 6615L Optoelectronic Device Fabrication Laboratory (3 credit hours)
- Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.

Elective Courses—9 Credit Hours

All students are required to take a minimum of 9 credit hours of electives. ~~If students substitute OSE 6111 and OSE 6115 for OSE 5041, then the number of elective hours is reduced to 6 credit hours.~~

Any graduate course with an OSE prefix may be an elective with the approval of the adviser. In addition, the following courses are also accepted toward meeting the Optics (OSE) course work requirement.

- EMA 5610 Laser Materials Processing (3 credit hours)
- PHY 5455 Modern X-Ray Science (3 credit hours)
- PHZ 5505 Plasma Physics (3 credit hours)
- Other appropriate engineering and science courses may be taken with approval by the College of Optics and Photonics.

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section of the Graduate Catalog Menu at the top of the page.

Thesis Option—6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.

- OSE 6971 Thesis (6 credit hours)

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved program of study and form a thesis committee upon completion of nine credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

Nonthesis Option—6 Credit Hours

The nonthesis option requires an additional 6 credit hours of electives.

- Electives (6 credit hours)

Up to 3 credit hours of directed research (OSE 6918) or research report (OSE 6909) may be included as electives with prior approval of the College of Optics and Photonics although they are not counted toward the required 27 credit hours of formal course work. Students must prepare an approved program of study upon completion of nine credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

The nonthesis master's requires a minimum of two methods/laboratory courses as described above. These laboratory courses involve a substantial amount of independent learning on the part of the student. For example, laboratory reports must include sections on the theoretical and historical background behind the phenomena explored in laboratory experiments, and students are expected to obtain this background information on their own by researching the scientific literature. One required Optics laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These methodology/laboratory courses count toward the formal course work requirement.

Independent Learning

All students must take a minimum of two graduate methodology/laboratory courses in Optics or a closely related field that include experiments, research and laboratory reports. Nonthesis students also engage in directed research or research report. Thesis students enroll in 6 hours of thesis credits during the completion of their research study.

Application Requirements

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

Before completing general UCF graduate application requirements, all applicants for programs in the College of Optics and Photonics are recommended to complete the pre-application process. The pre-application is located at http://www.creol.ucf.edu/Academics/Prospective/PreApplication.aspx.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in Optics, Electrical Engineering, Physics, or closely related fields.
- Official, competitive GRE score taken within the last five years.
- Goal Statement: Please choose the Personal Statement option. Your Personal statement should describe your career goals. Please include why you want to come to CREOL and how the MS will help you achieve your ultimate career goals.
- Three letters of recommendation.
- Résumé.

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

Optics TRACK DESCRIPTION

The Optics Track in the Master of Science in Optics and Photonics program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

CURRICULUM

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

The Optics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

Additional notes on the curriculum:
•A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be thesis or other elective and research courses as permitted in the option.
•At least 3 credit hours of an approved optics methods/laboratory course is required in both options.
•An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.
•Up to 9 credit hours of appropriate graduate coureses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses—18 Credit Hours

Core—15 Credit Hours

The following foundation courses are ~~strongly recommended for all students unless they can demonstrate knowledge sufficient to waive the course, in which case they will take an additional elective~~ required.
~~OSE 5041 Introduction to Wave Optics* (3 credit hours)~~

~~And the following four courses:~~
•OSE 5203 Geometrical Optics ~~and Imaging Systems~~ (3 credit hours)
- OSE 5115 Interference, Diffraction and Coherence (3 credit hours)
- OSE 6111 Optical Wave Propagation (3credit hours)
- OSE 6525 Laser Engineering (3 credit hours)
- OSE 6211 Imaging and Optical Systems~~Fourier Optics~~ (3 credit hours)
- OSE 6265 Optical Systems Design (3 credit hours)

~~* Note that OSE 5041 may be substituted by the student taking both OSE 6111 Optical Wave Propagationa nd OSE 6115 Interference and Diffraction.~~

Research Methods/Laboratory—3 Credit Hours

At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement.
•OSE 6234C Applied Optics Laboratory (3 credit hours)
•OSE 6526C Laser Engineering Laboratory (3 credit hours)
•Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.

Elective Courses—6 Credit Hours

All students are required to take a minimum of 3 ~~6~~ credit hours of electives. ~~If students substitute OSE 6111 and OSE 6115 for OSE 5041, then the number of elective hours is reduced to 3 credit hours.~~

Any graduate course with an OSE prefix may be an elective with the approval of the adviser. In addition, the following courses are also accepted toward meeting the Optics (OSE) coursework requirement.
•EMA 5610 Laser Materials Processing (3 credit hours)
•PHY 5455 Modem X-Ray Science (3 credit hours)
•PHZ 5505 Plasma Physics (3 credit hours)
•Other appropriate engineering and science courses may be taken with approval by the College of Optics and Photonics.

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section of the Graduate Catalog Menu at the top of the page.

Thesis Option—6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.
•OSE 6971 Thesis (6 credit hours)

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

Nonthesis Option—6 Credit Hours

The nonthesis option requires an additional 6 credit hours of courses or electives.
•OSE 6909 Research Report (3 credit hours)
•Elective course (3 credit hours)

Up to 3 credit hours of Research Report (OSE 6909) will be included. Students must select an adviser from the College of Optics Faculty to serve on their Research Report. Students must prepare an

approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

Independent Learning

Students must demonstrate independent learning by either writing a thesis or a research report. Additionally, all students must take a minimum of one graduate methodology/laboratory course in Optics or a closely related field that includes experiments, research and laboratory reports.

MS Photonics TRACK DESCRIPTION

The Photonics Track in the Optics and Photonics MS program is intended for students with a bachelor's degree in optics, electrical engineering, physics, or closely related fields. The program is interdisciplinary and combines optical science and engineering.

CURRICULUM

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

The Photonics Track in the Optics and Photonics MS program requires a minimum of 30 credit hours beyond the bachelor's degree. The program offers thesis and nonthesis options. Students are allowed some freedom in planning their study programs, although some foundation Optics courses are strongly recommended as core courses and one research methods/laboratory course is required.

Additional notes on the curriculum:
•A minimum of 24 credit hours of formal graduate courses is required in the thesis option, of which at least 12 credit hours must be formal Optics (prefix OSE) courses. A minimum of 27 credit hours of formal graduate courses is required in the nonthesis option, of which at least 18 credit hours must be formal Optics (prefix OSE) courses. The remaining credit hours can be thesis or other elective and research courses as permitted in the option.
•At least 3 credit hours of an approved optics methods/laboratory course is required in both options.
•An OSE 6909 Research Report of 3 credit hours is required in the nonthesis option.
•Up to 9 credit hours of appropriate graduate courses from accredited universities may be transferred with approval from the College of Optics and Photonics. Only courses with grades of "B" or better can be transferred.

Required Courses—~~18~~ 21 Credit Hours

Core—~~15~~ 18 Credit Hours

The following ~~foundation~~ courses are ~~strongly recommended for all students unless they can demonstrate knowledge sufficient to waive the course, in which case they will take an additional elective~~ required.
•~~OSE 5041 Introduction to Wave Optics* (3 credit hours)~~

~~And the following four courses:~~
•OSE 5414 Fundamentals of Optoelectronic Devices (3 credit hours)
- OSE 5115 Interference, Diffraction, and Coherence (3 credit hours)
- OSE 6111 Optical Wave Propagation (3 credit hours)
- OSE 6525 Laser Engineering (3 credit hours)
- OSE 6421 Integrated Photonics (3 credit hours)
- OSE 6474~~XXX~~ Optical Communication Systems (3 credit hours)

~~* Note that OSE 5041 may be substituted by the student taking both OSE 6111 Optical Wave Propagationa nd OSE 6115 Interference and Diffraction.~~

Research Methods/Laboratory—3 Credit Hours

At least 3 credit hours of approved Optics and related science/engineering research methods/laboratory courses is required from the list below. These research methods/laboratory courses count toward the formal graduate course work requirement.
•OSE 6455C Photonics Laboratory (3 credit hours)
•OSE 6615L Optoelectronic Device Fabrication Laboratory (3 credit hours)

•Other graduate-related science and engineering methodology labs may be taken with approval by the College of Optics and Photonics.

Elective Courses—6 Credit Hours

All students are required to take a minimum of 3~~6~~ credit hours of electives. ~~If students substitute OSE 6111 and OSE 6115 for OSE 5041, then the number of elective hours is reduced to 3 credit hours.~~

Any graduate course with an OSE prefix may be an elective with the approval of the adviser. In addition, the following courses are also accepted toward meeting the Optics (OSE) coursework requirement.
•EMA 5610 Laser Materials Processing (3 credit hours)
•PHY 5455 Modem X-Ray Science (3 credit hours)
•PHZ 5505 Plasma Physics (3 credit hours)
•Other appropriate engineering and science courses may be taken with approval by the College of Optics and Photonics.

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section of the Graduate Catalog Menu at the top of the page.

Thesis Option—6 Credit Hours

The thesis option requires at least 6 credit hours of thesis research.
•OSE 6971 Thesis (6 credit hours)

Independent study and directed research credit hours are not allowed toward the degree requirements. The student must prepare an approved plan of study and form a thesis committee upon completion of 9 credit hours. The MS thesis committee consists of three members, with at least two regular graduate faculty members from the College of Optics and Photonics. Students are required to write a thesis and pass an oral exam based primarily on the topics of the thesis and course work.

Nonthesis Option—6 Credit Hours

The nonthesis option requires an additional 6 credit hours of courses or electives.
•OSE 6909 Research Report (3 credit hours)
•Elective course (3 credit hours)

Up to 3 credit hours of Research Report (OSE 6909) will be included. Students must select an adviser from the College of Optics and Photonics Faculty to serve on their Research Report. Students must prepare an approved plan of study upon completion of 9 credit hours. Students are required to pass a final oral comprehensive examination based primarily on the subject matter of the courses taken. The purpose of the exam is for the student to demonstrate his or her basic knowledge of the fundamentals of optics and photonics.

Independent Learning
Students must demonstrate independent learning by either writing a thesis or a research report. Additionally, all students must take a minimum of one graduate methodology/laboratory course in Photonics or a closely related field that includes experiments, research and laboratory reports.

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF GRADUATE STUDIES

NEW FORM – BEGINNING FALL 2015

Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Checklist of items to be attached with completed form:

☑ Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.

☑ A list of faculty who will participate in the program, track or certificate and their credentials.

☑ All course action requests that will be needed to implement the curriculum changes.

☐ If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Optics and Photonics

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program:

Name of program, track and/or certificate: Optics and Photonics PhD Program

Please check all that apply: This action affects a: ☑ Program ☐ Track ☐ Certificate

If the revision applies to multiple tracks, please list them here:

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

These revisions to the core coursework are aimed at providing an updated curriculum that will also provide more flexibility to first year students. This will allow students who enter the program with a more advanced knowledge of optics to complete the qualifying exam earlier.
Two courses have been removed from the core and one course added, that will provide a more fundamental preparation in Optics and Photonics The courses removed will remain as electives for PhD and MS students.
The Qualifying exam content will also be changed to reflect the modifications made to the core courses.

Briefly list curriculum 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.**

>Modify the requirements of the core courses of the program:
-Remove OSE 6432 Guided Waves and Optoelectronics from the required core courses
-Remove OSE 5302 Geometric Optics from the required core courses
-Add OSE 6211 (Name change to Imaging and Optical Systems) to the required core courses
-Change level OSE 6115 to OSE 5115 Interference, Diffraction and Coherence
>Change Qualifying exam requirements - the exam will be based on the content of the following core courses:
-OSE 6111 Optical Wave Propagation
-OSE 5312 Light Matter Interaction
-OSE 5115 Interference, Diffraction and Coherence
-OSE 6211 Imaging and Optical Systems

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: _____

A proposed 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.

Impact on Current Students

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 attach a list of students if possible:

_____

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

If yes, how will current students be impacted by this change?

The full-time PhD students who began in Fall 2015 or previous terms will have completed the requirements that are in place for the previous catalog years by the time this request is approved and entered into the catalog for the Fall 2016-17 year. There are currently no part time students in the PhD program. Therefore, this change will only affect students who begin in the program in Fall 2016.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair /Director	**(Print)** DAVID J. HAGAN	**(Signature)**		**Date** 12/01/2015
College Academic Standards	**(Print)** DAVID J. HAGAN	**(Signature)**		**Date** 12/01/2015
College Dean	**(Print)** DAHAM E. A.SALEH	**(Signature)**		**Date** 12/01/2015
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 Knowledge Management; Academic Services; College of Graduate Studies

Program Revision Request Form

List of Faculty participating in the program - with their credentials

	Tenure	Title	2nd Title	Status	Diss Chair Faculty
Saleh, Bahaa	Y	Dean & Director	Professor of Optics & Photonics	Graduate Faculty	Dissertation Chair
Hagan, David	Y	Associate Dean	Professor of Optics & Photonics	Graduate Faculty	Dissertation Chair
Abouraddy, Ayman	Y	Associate Professor Optics		Graduate Faculty	Dissertation Chair
Chang, Zenghu	Y	Distinguished Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Christodoulides, Demetrios	Y	Pegasus Professor Optics & Photonics	Cobb Family Endowed chair	Graduate Faculty	Dissertation Chair
Delfyett, Peter	Y	Professor of Optics & Photonics	Univ Trustee Chair & Director Townes Laser Ins.	Graduate Faculty	Dissertation Chair
Deppe, Dennis	Y	Professor of Optics & Photonics	FPCE Endowed Chair	Graduate Faculty	Dissertation Chair
Dogariu, Aristide	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Fathpour, Sasan	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Gaume, Romain	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Kar, Aravinda	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Kik, Pieter	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Kuebler, Stephen	Y	Associate Professor Chemistry		Graduate Faculty	Dissertation Chair
Li, Guifang	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
LiKamWa, Patrick	Y	Associate Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Moharam, M. G. "Jim"	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Richardson, Kathleen	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Richardson, Martin	Y	Pegasus Professor Optics & Photonics	Univ Trustee Chair & Northop Gruman Prof X-ray Photonics	Graduate Faculty	Dissertation Chair
Shulzgen, Axel	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Van Stryland, Eric	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Vodopyanov, Konstantin	Y	Professor of Optics & Photonics	21 Century Scholar Chair	Graduate Faculty	Dissertation Chair
Wu, Shin-Tson	Y	Pegasus Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Zeldovich, Boris	Y	Professor of Optics & Photonics		Graduate Faculty	Dissertation Chair
Khajavikhan, Mercedeh	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Pang, Shuo	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Gelfand, Ryan	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Han, Kyu Young	N	Assistant Professor Optics & Photonics			
Renshaw, Kyle	N	Assistant Professor Optics & Photonics		Graduate Faculty	
Chanda, Debashis	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair
Thomas, Jayan	N	Assistant Professor Optics & Photonics		Graduate Faculty	Dissertation Chair

Optics PhD PROGRAM DESCRIPTION

The Optics and Photonics PhD program provides the highest-quality education in optical science and engineering, allowing students to conduct scholarly, fundamental, and applied research, while aiding in the development of Florida's and the nation's technology-based industries.

Research activities cover all aspects of optics, photonics, and lasers, and the Center for Research and Education in Optics and Lasers (CREOL), the Florida Photonics Center of Excellence (FPCE), and the Townes Laser Institute (TLI) are integral parts of the College of Optics and Photonics. Current research areas include: linear and nonlinear guided-wave optics and devices, high speed photonic telecommunications, fiber optic fabrication, fiber optic communications, solid state laser development, nonlinear optics, laser-induced damage, quantum-well optoelectronics, quantum optics, photonic information processing, infrared systems, optical diagnostics, optical system design, image analysis, virtual reality, medical imaging, diffractive optics, optical crystal growth and characterization, high intensity lasers, x-ray optics, EUV sources, optical glasses, laser materials processing, free-electron lasers, and light matter interaction.

The College of Optics and Photonics (COP) was the first program to be offered the distinction of a college devoted to Optics in the United States. The College of Optics and Photonics has grown rapidly and now has 55 faculty members and faculty with joint appointments, 41 research scientists and 148 graduate students with research activities covering all aspects of optics, photonics, and lasers. Research expenditures are over $10 million annually, with more than 20 percent of the funding coming from industrial partners, illustrating the effectiveness of the commitment to partnerships that is a foundational value of the COP.

CURRICULUM

The Optics and Photonics PhD program requires a minimum 72 credit hours beyond the bachelor's degree, of which more than 50 percent should be at the 6000 level or higher. These hours must be comprised of:

- At least 39 credit hours of formal course work satisfying the following requirements:
  - at least 30 credit hours must be Optics (prefix OSE) courses.
  - at least 6 credit hours must be science and engineering graduate research methods/laboratory courses of which at least 3 credit hours must be in Optics.
- at least 15 credit hours of Dissertation (OSE 7980)

Total Credit Hours Required:

72 Credit Hours Minimum beyond the Bachelor's Degree

The Optics and Photonics PhD program is intended for students with a bachelors or master's degree in Optics, Electrical Engineering, Physics, or closely related fields who wish to pursue a career in research or academia. Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

Students are required to pass a qualifying examination, usually taken after 12 months in the program. About one year after passing the qualifying exam, students must take a candidacy examination, form a dissertation committee, and submit an approved program of study before being admitted to candidacy doctoral status. The PhD core courses are not absolutely required, but they have been designed to include a significant portion of the material upon which the qualifying examination is based. Consequently, students are strongly encouraged to include most of these courses in their programs of study.

Additional notes on the curriculum:

- A minimum of 39 hours of formal course work is required of which at least 30 credit hours must be formal Optics (OSE) courses.
- Up to 30 credit hours of appropriate graduate courses earned in a master's program from accredited universities may be waived with approval from the graduate committee.
- Only courses with grades of "B" or better can be transferred.

Required Courses—24 Credit Hours

Core Courses—18 Credit Hours

- OSE 6111 Optical Wave Propagation (3 credit hours)
- OSE ~~6115~~6115 ~~5115~~ 5115 Interference and Diffraction (3 credit hours)
- ~~OSE 5203 Geometrical Optics and Imaging Systems (3 credit hours)~~
- OSE 5312 Light Matter Interaction (3 credit hours)
- OSE 6211 Imaging and Optical Systems (3credit hours
- OSE 6525 Laser Engineering (3 credit hours)
- ~~OSE 6432 Guided Waves and Optoelectronics (3 credit hours)~~

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Research Methods/ Laboratory Courses—6 Credit Hours

At least 6 credit hours of approved Optics and related science/engineering research methods/laboratory courses are required from the list below. At least one must be in Optics (OSE). One required laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These research methods/laboratory courses count toward the formal graduate course work requirement.

- OSE 6234C Applied Optics Laboratory (3 credit hours)
- OSE 6455C Photonics Laboratory (3 credit hours)
- OSE 6526C Laser Engineering Laboratory (3 credit hours)
- OSE 6615L Optoelectronic Device Fabrication Laboratory (3 credit hours)
- Other graduate science and engineering labs may be taken with college approval.

Elective Courses—33 Credit Hours Minimum

Restricted Electives—6-9 Credit Hours

In addition to the required courses above, students will need to complete an additional 6 credit hours to meet the 30 hours of formal Optics (OSE) course work required. An additional three hours of optics course work will also be required if the student waived out of one of the research methods/laboratory courses above.

Any formal graduate course with an OSE prefix may be an elective with the approval of the adviser. In addition, the following courses are also accepted toward meeting the Optics (OSE) course work requirement.

- EMA 5610 Laser Materials Processing (3 credit hours)
- PHY 5455 Modern X-ray Science (3 credit hours)
- PHZ 5505 Plasma Physics (3 credit hours)

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section of the Graduate Catalog Menu at the top of the page.

Unrestricted Electives—27 Credit Hours Minimum

A combination of formal course work and research hours comprise the remaining unrestricted hours. At least 9 of these hours must be formal course work, which may be graduate optics, science or engineering courses. In addition to the 9 hours, 18 credits may be regular formal course work, doctoral research hours, independent study, or doctoral dissertation hours. The independent study hours are limited to a maximum of 3 credit hours. Any courses outside of the graduate optics, science or engineering disciplines must be approved by the college associate dean.

Dissertation—15 Credit Hours Minimum

- OSE 7980 Dissertation Research (15 credit hours)

Qualifying Examination

Before students are eligible to take the candidacy examination, they must pass a written qualifying examination, which for full-time students is normally taken at the end of the first year of graduate study. The purpose of the qualifying exam is for the student to demonstrate mastery of the fundamentals of optics and~~,~~ photonics~~, and lasers~~. The exam is administered by the doctoral qualifying examination committee, which consists of several graduate faculty members representing the appropriate disciplines, appointed by the

director or designee. The committee's duties include the preparation and grading of the examination material, and it may solicit input from other interested faculty. The exam is a closed book written exam in the general areas of electromagnetic foundations of optics, interference, diffraction, coherence, ~~geometrical optics and~~ linear systems imaging ~~systems~~, and light matter interaction~~, and guided waves and optoelectronics~~. Students who do not pass the qualifying examination in two attempts will not continue in the program.

Candidacy Examination

Students are required to successfully complete the candidacy examination before admission to full doctoral status. The purpose of the candidacy exam is for the student to demonstrate his or her readiness for the PhD program through preliminary research work in the chosen field of study. The candidacy exam is comprised of written and oral portions. The exam is administered by the members of the student's dissertation advisory committee who are full faculty members of the College of Optics and Photonics. External committee members of the dissertation advisory committee are not appointed until after the student has passed the candidacy exam. The exam is normally taken near the completion of required course work. Students must pass the candidacy exam before registering for doctoral dissertation hours (OSE 7980).

Admission to Candidacy

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

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

Dissertation Proposal and Defense

Approximately one year after passing the general candidacy examination, and after the student has begun research, the student will write a dissertation proposal and present it to their dissertation advisory committee for its approval. The proposal must include the research performed to date and the research planned to complete the dissertation. The committee, which consists of three graduate faculty members from the College of Optics and Photonics and one faculty member from outside the college, must be approved by the director or designee and will meet annually to review the student's progress. The dissertation advisory committee also administers the dissertation oral defense examination.

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

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

Before completing general UCF graduate application requirements, all applicants for programs in the College of Optics and Photonics are recommended to complete the pre-application process. The pre-application is located at http://www.creol.ucf.edu/Academics/Prospective/PreApplication.aspx.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Bachelor's or master's degree in Optics, Electrical Engineering, Physics or closely related discipline.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation
- Goal statements: Personal Statement and Research Statement
    - Personal Statement should describe your career goals. Please include why you want to come to CREOL and how the PhD will help you achieve your ultimate career goals. Do you want to work in industry or do you want to go into academia?

- Research Statement should describe the type of research that you are most interested in or specific faculty members that you wish to work with. If there are multiple areas of research, please provide information for each area.
- Résumé

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

From:	Rachel Agerton-Franzetta
To:	Rhonda Nelson; Debra Winter
Subject:	Optics Change to the PhD Catalog description
Date:	Wednesday, January 13, 2016 11:57:30 AM
Attachments:	Phd Catalog Updates_01132016.docx

Hi Rhonda and Debra,
We need to make a few very small changes to the 2016 Catalog changes that accompany the Program Revision to be decided next week. (to avoid the request from being shelved)

Please see the corrected document : PhD Catalog Updates_01132016 .

Hi Debra,
Dr. Hagan also made a very small language change under the Restricted Electives – 9 Credit Hours paragraph:
He felt that further clarification was needed just in case a student didn't waive the lab requirement, but took a lab from another college.
Attached is the document with changes.
Dr. Hagan will also bring this to the meeting.

Thanks,
R

Rachel Franzetta
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407-823-6986
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Optics PhD PROGRAM DESCRIPTION

The Optics and Photonics PhD program provides the highest-quality education in optical science and engineering, allowing students to conduct scholarly, fundamental, and applied research, while aiding in the development of Florida's and the nation's technology-based industries.

Research activities cover all aspects of optics, photonics, and lasers, and the Center for Research and Education in Optics and Lasers (CREOL), the Florida Photonics Center of Excellence (FPCE), and the Townes Laser Institute (TLI) are integral parts of the College of Optics and Photonics. Current research areas include: linear and nonlinear guided-wave optics and devices, high speed photonic telecommunications, fiber optic fabrication, fiber optic communications, solid state laser development, nonlinear optics, laser-induced damage, quantum-well optoelectronics, quantum optics, photonic information processing, infrared systems, optical diagnostics, optical system design, image analysis, virtual reality, medical imaging, diffractive optics, optical crystal growth and characterization, high intensity lasers, x-ray optics, EUV sources, optical glasses, laser materials processing, free-electron lasers, and light matter interaction.

The College of Optics and Photonics (COP) was the first program to be offered the distinction of a college devoted to Optics in the United States. The College of Optics and Photonics has grown rapidly and now has 55 faculty members and faculty with joint appointments, 41 research scientists and 148 graduate students with research activities covering all aspects of optics, photonics, and lasers. Research expenditures are over $10 million annually, with more than 20 percent of the funding coming from industrial partners, illustrating the effectiveness of the commitment to partnerships that is a foundational value of the COP.

CURRICULUM

The Optics and Photonics PhD program requires a minimum 72 credit hours beyond the bachelor's degree, of which more than 50 percent should be at the 6000 level or higher. These hours must be comprised of:

- At least 39 credit hours of formal course work satisfying the following requirements:
  - at least 30 credit hours must be Optics (prefix OSE) courses.
  - at least 6 credit hours must be science and engineering graduate research methods/laboratory courses of which at least 3 credit hours must be in Optics.
- at least 15 credit hours of Dissertation (OSE 7980)

Total Credit Hours Required:

72 Credit Hours Minimum beyond the Bachelor's Degree

The Optics and Photonics PhD program is intended for students with a bachelors or master's degree in Optics, Electrical Engineering, Physics, or closely related fields who wish to pursue a career in research or academia. Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

Students are required to pass a qualifying examination, usually taken after 12 months in the program. About one year after passing the qualifying exam, students must take a candidacy examination, form a dissertation committee, and submit an approved program of study before being admitted to candidacy doctoral status. The PhD core courses are not absolutely required, but they have been designed to include a significant portion of the material upon which the qualifying examination is based. Consequently, students are strongly encouraged to include most of these courses in their programs of study.

Additional notes on the curriculum:

- A minimum of 39 hours of formal course work is required of which at least 30 credit hours must be formal Optics (OSE) courses.
- Up to 30 credit hours of appropriate graduate courses earned in a master's program from accredited universities may be waived with approval from the graduate committee.
- Only courses with grades of "B" or better can be transferred.

Required Courses—2144 Credit Hours

Core Courses—1588 Credit Hours

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- OSE 6111 Optical Wave Propagation (3 credit hours)
- OSE ~~6115~~6115 ~~5115~~ Interference and Diffraction (3 credit hours)
- ~~OSE 5203 Geometrical Optics and Imaging Systems (3 credit hours)~~
- OSE 5312 Light Matter Interaction (3 credit hours)
- OSE 6211 Imaging and Optical Systems (3credit hours
- OSE 6525 Laser Engineering (3 credit hours)
- ~~OSE 6432 Guided Waves and Optoelectronics (3 credit hours)~~

Research Methods/ Laboratory Courses—6 Credit Hours

At least 6 credit hours of approved Optics and related science/engineering research methods/laboratory courses are required from the list below. At least one must be in Optics (OSE). One required laboratory may be waived if the student can demonstrate an equivalent hands-on proficiency in that laboratory specialization. These research methods/laboratory courses count toward the formal graduate course work requirement.

- OSE 6234C Applied Optics Laboratory (3 credit hours)
- OSE 6455C Photonics Laboratory (3 credit hours)
- OSE 6526C Laser Engineering Laboratory (3 credit hours)
- OSE 6615L Optoelectronic Device Fabrication Laboratory (3 credit hours)
- Other graduate science and engineering labs may be taken with college approval.

Elective Courses—3~~6~~3 Credit Hours Minimum

Restricted Electives—~~6~~ 9 Credit Hours

In addition to the required courses above, students will need to complete an additional 6 credit hours to meet the 30 hours of formal Optics (OSE) course work required. An additional three hours of optics course work will also be required if the student waived out of one of the research methods/laboratory courses above, or if one of the laboratory courses taken is not an OSE prefix.~~.~~

Any formal graduate course with an OSE prefix may be an elective with the approval of the adviser. In addition, the following courses are also accepted toward meeting the Optics (OSE) course work requirement.

- EMA 5610 Laser Materials Processing (3 credit hours)
- PHY 5455 Modern X-ray Science (3 credit hours)
- PHZ 5505 Plasma Physics (3 credit hours)

A listing and description of courses offered by the College of Optics and Photonics is found in the "Courses" section of the Graduate Catalog Menu at the top of the page.

Unrestricted Electives—27 Credit Hours Minimum

A combination of formal course work and research hours comprise the remaining unrestricted hours. At least 9 of these hours must be formal course work, which may be graduate optics, science or engineering courses. In addition to the 9 hours, 18 credits may be regular formal course work, doctoral research hours, independent study, or doctoral dissertation hours. The independent study hours are limited to a maximum of 3 credit hours. Any courses outside of the graduate optics, science or engineering disciplines must be approved by the college associate dean.

Dissertation—15 Credit Hours Minimum

- OSE 7980 Dissertation Research (15 credit hours)

Qualifying Examination

Before students are eligible to take the candidacy examination, they must pass a written qualifying examination, which for full-time students is normally taken at the end of the first year of graduate study. The purpose of the qualifying exam is for the student to demonstrate mastery of the fundamentals of optics and~~,~~ photonics~~, and lasers~~. The exam is administered by the doctoral qualifying examination committee, which consists of several graduate faculty members representing the appropriate disciplines, appointed by the

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director or designee. The committee's duties include the preparation and grading of the examination material, and it may solicit input from other interested faculty. The exam is a closed book written exam in the general areas of electromagnetic foundations of optics, interference, diffraction, coherence, ~~geometrical optics and~~ linear systems imaging ~~systems~~, and light matter interaction~~, and guided waves and optoelectronics~~. Students who do not pass the qualifying examination in two attempts will not continue in the program.

Candidacy Examination

Students are required to successfully complete the candidacy examination before admission to full doctoral status. The purpose of the candidacy exam is for the student to demonstrate his or her readiness for the PhD program through preliminary research work in the chosen field of study. The candidacy exam is comprised of written and oral portions. The exam is administered by the members of the student's dissertation advisory committee who are full faculty members of the College of Optics and Photonics. External committee members of the dissertation advisory committee are not appointed until after the student has passed the candidacy exam. The exam is normally taken near the completion of required course work. Students must pass the candidacy exam before registering for doctoral dissertation hours (OSE 7980).

Admission to Candidacy

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

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

Dissertation Proposal and Defense

Approximately one year after passing the general candidacy examination, and after the student has begun research, the student will write a dissertation proposal and present it to their dissertation advisory committee for its approval. The proposal must include the research performed to date and the research planned to complete the dissertation. The committee, which consists of three graduate faculty members from the College of Optics and Photonics and one faculty member from outside the college, must be approved by the director or designee and will meet annually to review the student's progress. The dissertation advisory committee also administers the dissertation oral defense examination.

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

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

Before completing general UCF graduate application requirements, all applicants for programs in the College of Optics and Photonics are recommended to complete the pre-application process. The pre-application is located at http://www.creol.ucf.edu/Academics/Prospective/PreApplication.aspx.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Bachelor's or master's degree in Optics, Electrical Engineering, Physics or closely related discipline.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation
- Goal statements: Personal Statement and Research Statement
    - Personal Statement should describe your career goals. Please include why you want to come to CREOL and how the PhD will help you achieve your ultimate career goals. Do you want to work in industry or do you want to go into academia?

- Research Statement should describe the type of research that you are most interested in or specific faculty members that you wish to work with. If there are multiple areas of research, please provide information for each area.
- Résumé

Students with degrees in related fields may be required to take undergraduate articulation courses determined by the program director on a case-by-case basis.

Course Agenda
January 20, 2016

1. Course Additions

College of Arts and Humanities Course Additions

HIS 5XXX **CAH-HIST** **3(3,0)**
Readings in Curation & Public History: PR: Graduate Standing or C.I. Readings in the theories, principles, methods, and design for publicly engaged history content and visualization. *Even Fall.*
Abbrev: (30 of 30 chars) Rdgs Curation & Public History
Discussion with others: We have consulted with English, SVAD, Texts and Technologies, and Anthropology, and they report no conflicts. Emails are attached to the syllabus.
Rationale: To expand offerings in History and Public History, to allow students to explore the role of the curation specifically for engaged public history in preparation for a research seminar.
Majors taking course: History MA - Public History track

HIS 6XXX **CAH-HIST** **3(3,0)**
Seminar in Curation & New Media: PR: Graduate Standing or C.I. Historical research and application of the theories, principles, methods, and design for visual public history projects produced through new media installations. *Odd Spring.*
Abbrev: (27 of 30 chars) Sem in Curation & New Media
Repeat For Credit: True Max Times: 2
Discussion with others: We have consulted with English, SVAD, Texts and Technologies, and Anthropology, and they report no conflicts. Emails attached with syllabus.
Rationale: To expand the course offerings in History and Public History, to allow students to design and practice curation specifically for engaged public history.
Majors taking course: History MA - Public History tack students

HUM 5XXX **CAH-PHIL** **3(3,0)**
Place and Space: PR: Graduate Standing or C.I. Study of theoretical and applied issues of place and space. *Occasional.*
Abbrev: (15 of 30 chars) Place and Space
Discussion with others: None.
Rationale: There has been interest from some grad programs, e.g. Texts and Technology for a grad course on place and space. Other possible interest from Public History track of History MA and Urban Planning Certificate. The "spatial turn" spans many disciplines, and this course will address theoretical tools and foundations for understanding how to apply place and space practices at a analytic and theoretical level.
Majors taking course: Not a required course but Texts and Technology PhD students can take this course.

College of Engineering and Computer Science Course Additions

BME 6XXXC **ECS-MECH/AERO** **3(2,2)**
Bioinstrumentation: PR: BME 5587C or C.I. An introduction to the fundamental theory and experimental techniques needed for performing bioengineering measurements, designing related experiments, aad analyzing experimental results. *Fall.*
Abbrev: (18 of 30 chars) Bioinstrumentation
Majors taking course: Bioengineering MS

College of Health and Public Affairs Course Additions

PAF 6XXX **HPA-** **3(3,0)**
Graduate Seminar in Global Health and Public Affairs Reserach: PR: Admission to Global Health Graduate Certificate or C.I. Interdisciplinary seminar on global health and public affairs. Impacts of science and technology, health, education, welfare and environmental policy on globalization will be examined from a comparative perspective. *Fall.*
Abbrev: (30 of 30 chars) Sem in Global Hlth/Pub Aff Res
Discussion with others: Department of Political Science was contacted and three courses were identified to possibly conflict or overlap (see e-mail string at end of syllabus). However, none of the courses have been offered in over 5 years and the department could not provide syllabi to determine if there is content overlap. Below are course numbers and catalog descriptions.

PUP 6607. Politics of Health - Analysis of public health policies, primary focus upon political processes, policy makers, and interest groups. Comparative health practices.
NOTE: course was on the list of courses not taught in 5 years or more in 2014. The department submitted a course continuation in October 2014 to keep it on the books and it was approved by the Graduate Council on January 27, 2015. No syllabus was provided with the course continuation and it was not offered in 2015-16.

PUP 6015 Comparative Public Policy - Comparative public policy theories applied to immigration, education, trade, taxation, and fiscal policy

INT 6086 International Public Policy - Examines endogenous and exogenous variables involved in selected issues in the arena of international public policy
Rationale: This course is the core course for the proposed Graduate Certificate in Global Health and Public Affairs. Both the course and the certificate are interdisciplinary encompassing all disciplines within the College of Health and Public Affairs.
Majors taking course: Global Health and Public Affairs Certificate

PHT 7XXX **HPA-HP** **2(1,1)**
Physical Therapy Residency: PR: Completion of accredited DPT program and C.I. Instruction for post-professional physical therapy residency program fostering advanced clinical practice as outlined by the American Board of Physical Therapy Specialties. *Spring, Summer, Fall.*
Abbrev: (26 of 30 chars) Physical Therapy Residency
Repeat For Credit: True Max Times: 3
Discussion with others: None

Rationale: UCF Doctor of Physical Therapy program is creating a post-professional residency program in which licensed physical therapists can receive post-professional training in an area of advanced clinical practice. Instruction guidelines and content aligns directly with established expectations of advanced clinical practice by the American Board of Physical Therapy Specialties and area aligned with accreditation criteria of the American Board of Physical Therapy Residency and Fellowship Education. This course will include required didactic and clinical content required of these agencies to be delivered over the 1 year residency program.
Majors taking course: None

College of Nursing Course Additions

NGR 6XXX CON-ALL 3(3,0)
Introduction to Healthcare Simulation: PR: Admission to M.S. in Nursing or Nursing Certificate or C.I. Course applies pedagogical principles and knowledge of a range of technologies to developing healthcare simulation programs. Includes principles of educational evaluation. *Spring.* **Abbrev: (29 of 30 chars)** Intro. to Hlthcare Simulation
Discussion with others: No conflicts with other departments
Rationale: This is a new course for new a track in Nursing and Health Care Simulation
Majors taking course: Not applicable

NGR 6XXX CON-ALL 3(3,0)
Organizational Leadership and Operations in Healthcare Simulation: PR: NGR 6xxx Intro to Nursing and Healthcare. Simulation or C.I. Prepares students with the knowledge and skills necessary to manage a simulation program in a healthcare environment *Spring.*
Abbrev: (43 of 30 chars) Org. L/Ship and Operations in Hlthcare Sim.
Discussion with others: No conflicts with other departments.
Rationale: This is a new course for new a track in Nursing and Health Care Simulation
Majors taking course: Not applicable

NGR 6XXX CON-ALL 3(3,0)
Healthcare Simulation Capstone Project: PR: NGR 6XXX Organizational Leadership and Operations in Healthcare Simulation or C.I. Preparation and testing of a healthcare simulation project using a multi-disciplinary team approach. *Summer, Fall.*
Abbrev: (30 of 30 chars) Hlthcare Sim. Capstone Project
Discussion with others: No conflicts with other departments.
Rationale: This is a new course for a new track in Nursing and Health Care Simulation
Majors taking course: Not applicable

NGR 6XXXL CON-ALL VAR(VAR,VAR)
Healthcare Simulation Practicum: PR: NGR 6XXX Simulation Capstone Project or C.I. Optional practicum course to prepare for roles in nursing and healthcare simulation design and evaluation. *Spring, Summer, Fall.*
Abbrev: (29 of 30 chars) Hlthcare Simulation Practicum
Discussion with others: No conflicts with other departments.
Rationale: This is a new course for a new track in Nursing and Health Care Simulation
Majors taking course: Not applicable

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

Adult-Gerontology Acute Care Nurse Practitioner I: PR: NGR 6172 Pharmacology for Adv. Nursing Practice, NGR 5003/5003L Adv. Health Assmt. & Diagnostic Reasoning and Lab; Co:req: NGR 6xxxL Diagnostics & Skills for Critically Ill or C.I. Introduce graduate nursing students to the foundational concepts in acute and critical care patient management. *Summer.* **Abbrev: (27 of 30 chars)** Adult-Gero. Acute Care NP I

Discussion with others: No possible conflicts with other departments

Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing

Majors taking course: Not applicable

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

Adult-Gerontology Acute Care Nurse Practitioner II: PR: NGR 6XXX Adult-Gero Acute Care I, NGR 6XXXL Diagnostics & Skills for the Critically Ill; Co-req: NGR 6xxx Adult-Gero. Acute Care II Clinical. Complex care of the stable and unstable adult-gerontology patient with complex cardiovascular, pulmonary, hematological, renal, and commonly occurring health care problems. *Fall.*

Abbrev: (28 of 30 chars) Adult-Gero. Acute Care NP II

Discussion with others: No possible conflicts with other departments

Rationale: This is a new course for a new track Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing

Majors taking course: Not applicable

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

Adult-Gerontology Acute Care Nurse Practitioner III: PR: NGR 6XXX Adult-Gerontology Acute Care II, NGR 6XXXL Adult-Gerontology Acute Care II Clinical, Co-req: NGR 6XXXL Adult-Gerontology Acute Care III Clinical. Complex care of the stable and unstable adult-gerontology patient with complex endocrine, neurologic, gastrointestinal and commonly occurring health care problems in acutely and critically ill young, middle and older adults. *Summer.*

Abbrev: (29 of 30 chars) Adult-Gero. Acute Care NP III

Discussion with others: No possible conflicts with other departments.

Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing

Majors taking course: Not applicable

NGR 6XXXL **CON-ALL** **1(0,1)**

Diagnostics and Skills for the Critically Ill: PR: Co-req: NGR 6XXX Adult-Gero Acute Care I. Introduce graduate nursing students to the skills and procedures used in the management of critically ill patients. *Summer.*

Abbrev: (37 of 30 chars) Diag. & Skills for the Critically Ill

Discussion with others: No possible conflicts with other departments

Rationale: This is a new course for a new track in Adult-Gerontology Acute Nurse Practitioner within the College of Nursing

Majors taking course: Not applicable

NGR 6XXXL **CON-ALL** **3(0,3)**
Adult-Gerontology Acute Care Nurse Practitioner II Clinical: PR: NGR 6XXX Adult-Gero Acute Care I, NGR 6XXXL Diagnostics & Skills for the Critically Ill; Co-req; NGR 6XXX Adult-Gero Acute Care II. Complex clinical care of the stable and unstable adult-gerontology patient with complex cardiovascular, pulmonary, hematological, renal, and commonly occurring health care problems. *Fall.*
Abbrev: (27 of 30 chars) Adult-Gero ACNP II Clinical
Discussion with others: No possible conflicts with other departments
Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing
Majors taking course: Not applicable

NGR 6XXXL **CON-ALL** **3(0,3)**
Adult-Gerontology Acute Care Nurse Practitioner III Clinical: PR: NGR 6XXX Adult-Gero Acute Care II, NGR 6XXL Adult-Gero Acute Care II Clinical; Co-req: NGR 6XXX Adult-Gero Acute Care III. Complex clinical care of the stable and unstable adult-gerontology patient with common and complex occurring health care problems in acutely and critically ill young, middle and older adults. *Spring.*
Abbrev: (28 of 30 chars) Adult-Gero ACNP III Clinical
Discussion with others: No conflicts with other departments
Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing
Majors taking course: Not applicable

NGR 6XXX **CON-ALL** **3(0,3)**
Adult-Gerontology Acute Care Nurse Practitioner Practicum: PR: NGR 6XXX Adult-Gerontology Acute Care III, NGR 6XXXL Adult-Gerontology Acute Care III Clinical. Final clinical course covering care of the stable and unstable adult-gerontology patient with common and complex occurring health care problems in acutely and critically ill young, middle and older adults. *Spring.*
Abbrev: (25 of 30 chars) Adult-Gero ACNP Practicum
Discussion with others: No possible conflicts with other departments
Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing
Majors taking course: Not Applicable

NGR 6XXX **CON-ALL** **3(3,0)**
Critical Care Pharmacology: PR: NGR 6172 Pharmacology for APNs. Provides a general overview of the pharmacologic agents unique to the care of the critically ill and medically-complex unstable adult-gerontology client. *Spring.*
Abbrev: (20 of 30 chars) Critical Care Pharm.
Discussion with others: No possible conflicts with other departments
Rationale: This is a new course for a new track in Adult-Gerontology Acute Care Nurse Practitioner within the College of Nursing
Majors taking course: Not applicable

College of Sciences Course Additions

CHS 5XXX **COS-CHEM** **3(3,0)**

Chemometric Applications in Forensic Science: PR: CHS 5504 or C.I. Modern methods of evaluating the evidential value of forensic data from physical evidence, including fibers, glass, ignitable liquids and others. *Odd Spring.*

Abbrev: (28 of 30 chars) Chemometric App Forensic Sci

Discussion with others: None. This course covers the analysis of chemical data derived from the chemical analysis of physical evidence. The Forensic Science MS degree is housed within the Chemistry Department. No conflicts exist.

Rationale: Forensic Science in the United States is in a state of flux following a report from the National Academies of Science in 2009. The NAS report recommended that forensic science implement more objective means of data analysis. This course will teach students in the Forensic Science M.S. program, and Chemistry Ph.D. with Forensic Science emphasis, state-of-the-art methods of objectively evaluating data from physical evidence and how to interpret the results and communicate findings in a verbal scale.

Majors taking course: Forensic Science M.S. Analysis Concentration

This is a SPLIT CLASS. The split level course was approved. The committee requested an approval email from CEHP before granting final approval. Includes Special Topic.

PHY 5XXX **COS-PHYS** **3(3,0)**

Teaching Introductory Physics: PR: PHY 3101 or CI. Students build specialized subject matter required for teaching introductory physics by reviewing introductory mechanics topics integrated with coherent teaching methods. *Spring.*

Abbrev: (22 of 30 chars) Teaching Intro Physics

Discussion with others: We have discussed the offerings in the College of Education and Human Performance with colleagues there. They do not offer a course specifically for developing the skills to teach physics.

Rationale: Graduate students in physics and science education as well as in-service teachers requested access to the existing undergraduate level course. This course prepares students to teach introductory physics, both at the high school and introductory college level. The course focused on Modeling Instruction, which is well aligned with recent science standards, and used at both the high school and university level.

TABLED. Questions remain regarding the O credit. Approval email needed from CEHP.

PHY 5XXX **COS-PHYS** **0(0,0)**

Physics Graduate Pedagogy Seminar: PR: C.I. Designed to help graduate students become more effective and knowledgeable educators. Topics include both theoretical and practical issues related to teaching. *Fall.*

Abbrev: (25 of 30 chars) Physics Graduate Pedagogy

Discussion with others: We are not aware of any similar courses offered at UCF.

Rationale: National calls have been made for enhanced pedagogical training of graduate students. The Physics Department has offered an unofficial pedagogy seminar that graduate students have benefited from and enjoyed. The graduate students have requested that the course be made official so it will appear in their transcripts.

Tabled. Approval needed from Public Administration. Have received approval from them.

CPO 6XXX **COS-POLS** **3(3,0)**

Global Security in the Age of Migration: PR: Graduate student standing, or CI. Explore migration as the outcome and cause of security concerns, while introducing students to theories of migration, conflict, security, and border control policies. *Occasional.*

Abbrev: (25 of 30 chars) Global Security Migration

Discussion with others: We have contacted the Criminal Justice, Anthropology, and Sociology departments and they have no objections. Emails attached.

Rationale: To add an elective options in an area of core interest to the PhD in Security Studies, MA in Political Science, and Certificate in Intelligence and National Security.

Tabled. Approval needed from Public Administration. Have received approval from them.

POS 6XXX **COS-POLS** **3(3,0)**

National Security Law: PR: Admission to graduate program or C. I. Domestic and international law affecting national security, with emphasis on branches' competing legal claims of authority and law affecting modern security challenges *Occasional.*

Abbrev: (21 of 30 chars) National Security Law

Discussion with others: We have support from Legal Studies and Sociology. We have reached out to Criminal Justice and have not yet received a response. See attached email correspondence.

Rationale: To add an elective option in an area of core interest to the PhD in Security Studies, MA in Political Science, and Certificate in Intelligence and National Security.

Majors taking course: PhD in Security Studies. MA in Political Science. and Certificate in Intelligence and National Security.

2. Special Topics Additions

College of Engineering and Computer Science Special Topics Additions

Tabled at April 20, 2015 meeting. Further discussion needed with Statistics Department. Dr. Weishampel met with Statistics, IEMS and Computer Science regarding an MOU. Still in progress.

ESI 6938 **ECS-IEMS** **3(3,0)**

Optimization and Data Mining: PR: ESI 5306 or ESI 6418. Optimization modeling is widely used in operations research for a variety of applications such as scheduling, resource allocation, planning of facilities etc. In this course we will demonstrate another use of optimization, that of analyzing data. Basic optimization theory and popular data analysis algorithms from an optimization point of view. *Occasional.*

Abbrev: (23 of 30 chars) DM Apps of Optimization

Discussion with others: Comments were requested from Computer Science ("CS has no objections to this course" email from Dr. Gary Leavens, 3/30/2015 8:47 am) and Statistics.

College of Sciences Special Topics Additions

Tabled. This is a SPLIT CLASS. The split level course was approved. The committee requested an approval email from CEHP before granting final approval.
Includes CAR.

PHY 5937 COS-PHYS 3(3,0)
ST: Teaching Introductory Physics: PR: PHY 3101 or C.I. Students build specialized subject matter required for teaching introductory physics by reviewing introductory mechanics topics integrated with coherent teaching methods. *Occasional.*
Abbrev: (22 of 30 chars) Teaching Intro Physics
Discussion with others: We have discussed the offerings in the College of Education and Human Performance with colleagues there. They do not offer a course specifically for developing the skills to teach physics.
Rationale: Graduate students in physics and science education as well as in-service teachers requested access to the existing undergraduate level course. This course prepares students to teach introductory physics, both at the high school and introductory college level. The course focused on Modeling Instruction, which is well aligned with recent science standards, and used at both the high school and university level.

3. Course Revisions

College of Arts and Humanities Course Revisions

LIT 6039 Studies in Contemporary Poetry 3(3,0)
PR: Graduate standing in MFA Creative Writing program or C.I.
English language poetry from 1945 to the present. Emphasis on American poets, but others such as English or Australian will be included. May be used in the degree program a maximum of 2 times only when course content is different.
Repeat For Credit: ~~No~~ Yes Max Times: ~~1~~ 2
Discussion with others: None.
Rationale: MFA CW faculty voted unanimously to make this course repeatable so that students will read more works by contemporary authors.
Majors taking course: Creative Writing MFA students

LIT 6076 Studies in Contemporary Nonfiction 3(3,0)
PR: Admission to the Creative Writing MFA Program or C.I. based on submission of manuscript. Comprehensive study of nonfiction, including memoir, personal essay, literary journalism, and/or nature writing, with special emphasis on craft. May be used in the degree program a maximum of 2 times only when course content is different.
Term Offered: ~~Odd Fall~~ Occasional
Repeat For Credit: ~~No~~ Yes Max Times: ~~1~~ 2
Discussion with others: None.
Rationale: MFA CW faculty voted unanimously to make this course repeatable so that students will read more works by contemporary authors.
Majors taking course: Creative Writing MFA students.

LIT 6097 Studies in Contemporary Fiction 3(3,0)
PR: Graduate standing in MFA in Creative Writing program or C.I.
Fiction in the last 20 years in the United States and Britain. May be used in the degree program a maximum of 2 times only when course content is different.
Repeat For Credit: ~~No~~ Yes Max Times: ~~1~~ 2
Discussion with others: None.
Rationale: MFA CW faculty voted unanimously to make this course repeatable so that students will read more works by contemporary authors.
Majors taking course: Creative Writing MFA students.

College of Education and Human Performance Course Revisions

EDF 6472 Data-Driven Decision-Making for Instruction 3(3,0)
PR: ~~Graduate standing~~ EDG 6935 and EDG 6223 or ~~C.I.~~ admission to K-8 Math and Science MED.
Understand how to design a research study, understand basic measurement principles, collect/analyze data, interpret results, report findings, apply research-to-practice in applied settings.
Term Offered: ~~Occasional~~ Fall, Spring
Majors taking course: Teacher Leadership MED all tracks and the K-8 Math and Science MED.

EME 6209 Multimedia Instructional Systems II 3(3,0)
~~PR:~~ PR:EME 6507 and EME ~~6207 or EME 6613, or C.I.~~ 6613.
Advanced techniques in delivery and management of web-based multimedia instructional content. Integration of media into web-based instruction. Discussion of delivery and management issues.

EME 6457 Distance Education: Technology Process Product 3(3,0)
PR: ~~EME 6207 (or equivalent) and EME 6613 or C.I.~~ EME6507.
Instruction and how it is delivered at a distance. Examines technologies, processes, and products of distance education with emphasis on e-learning.
Term Offered: ~~Occasional~~ Fall
Rationale: We would like to remove EME 6207 and EME 6613 as the pre-requisites for the course, and list EME 6507 as the pre-requisite. EME 6207 is no longer offered and it has been determined that EME 6613 is not a necessary pre-requisite for this course.

EDF 6233 Introduction to Action Research and Analysis of Classroom Practice 3(3,0)
PR: ~~EDF 6481,~~ EDG 6935, EDG ~~6223.~~ 6223, and EDF 6472.
Analyses of teaching and curriculum practices to inform design of data-driven assessment that provides evidence of student learning and progress.

College of Engineering and Computer Science Course Revisions

~~EML 5587C~~ Mechanics of Biostructures I 3(2,3)
BME 5587C
PR: Graduate standing or C.I.
Part I of a two semester course. Mechanical analysis of hard ~~(bone)~~ and soft ~~(organs, connective tissues, etc.) biostructures~~ tissues and ~~the analysis includes preparation~~ prosection lab on human anatomy and ~~experimental testing for constitutive equations for predictive modeling.~~ physiology.
Term Offered: ~~Occasional~~ Fall
Rationale: This course is Part I of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.
Majors taking course: MS in Biomedical Engineering

~~EML 5588C~~ Mechanics of Biostructures II ~~3(2,3)~~
BME 5588C 3(2,2)
PR: ~~EML 5587C.~~ BME 5587C or C.I.
Part II of a two semester course. ~~Mechanical~~ Cell physiology and engineering principles applied to analysis of ~~hard (bone)~~ cellular processes and ~~soft (organs, connective tissues, etc) biostructures~~ prosection anatomy lab on human anatomy and ~~the analysis includes preparation and experimental testing for constitutive equations for predictive modeling.~~ physiology.
Term Offered: ~~Occasional~~ Spring
Rationale: This course is Part II of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.

College of Health and Public Affairs Course Revisions

Tabled. The committee suggested adding the word "epidemiology" back in the description since it is still in the title. Review with College of Nursing for overlap or conflict of interest.

HIM 6464C Epidemiology, Analytics and Quality Management 4(3,1)
PR: Admission to M.S. in Health Care Informatics or C.I.
This course ~~introduces epidemiological principles~~ focuses on quality measures reporting for health care providers. Special focus includes the role of informatics professionals in identifying, parsing, understanding and ~~analytics for enhancing utilization management, quality improvement~~ utilizing data and ~~outcome assessment in the service delivery system.~~ data reporting systems.
Abbrev (26 of 30): ~~Epidem Analytics & Qual Mgmt~~ Epidem Analytic & Qual Mgm
Rationale: Existing course description was created when HCI program was proposed in 2008. Course description is being updated to better reflect current course content which has evolved to accommodate changes in technology, health care and the profession since 2008.
Majors taking course: Health Care Informatics MS

College of Nursing Course Revisions

NGR 6874 **Nursing Environment Management** **3(3,0)**

PR: Admission to the M.S. in Nursing or Doctor of Nursing Practice ~~track.~~ track or C.I.

In-depth analysis of the use of informatics, quality management, risk reduction and patient safety concepts and tools to promote improved patient outcomes for nursing care. May be used in the degree program a maximum of 2 times.

Discussion with others: N/A

Rationale: Enrollment of students not admitted to Nursing track.

College of Optics and Photonics Course Revisions

~~**OSE 6115**~~ **Interference and Diffraction** **3(3,0)**

OSE 5115

PR: ~~Graduate standing~~ Admitted to a graduate program in ~~Optics~~ Optics, Physics or Electrical Engineering, or C.I.

Interference of light, optical interferometry, Fraunhofer and Fresnel scalar diffraction, diffraction gratings, temporal coherence, spatial coherence, and partial coherence.

Discussion with others: EE: Overlap Review/Approval received from Kalpathy Sundaram from ECE and Talat Rahman, Physics.

Rationale: We have made minor changes to this course content to align it with other changes to the Optics and Photonics PhD core that are being simultaneously proposed. Additionally, this is a course that is at an appropriate level for undergraduates to take, so we wish to change it to 5000-level.

Majors taking course: Optics and Photonics PhD and MS programs

OSE 5203 ~~**Geometrical Optics and Imaging Systems**~~ **3(3,0)**

Geometrical Optics

PR: ~~Graduate standing~~ Admitted to a graduate program in Optics, Physics or Electrical Engineering, or C.I.

Fundamentals of Geometrical Optics, Geometrical Theory of Image ~~Formation, Optical System Layout, Radiometry.~~ Formation and Aberrations.

Abbrev (16 of 30): ~~Geometric Opt and Imaging Sys~~ Geometric Optics

Discussion with others: EE - Approval received from Kalpathy Sundaram (EE) and PHY, Talat Rahman

Rationale: Name change only. We wish to avoid confusion with another course which is being modified to have title "Imaging and Optical Systems".

Majors taking course: Requirement - none, it becomes an elective for the Optics and Photonics PhD and MS programs

OSE 6211 ~~**Fourier Optics**~~ **3(3,0)**

Imaging and Optical Systems

PR: ~~Graduate standing and OSE 6115~~ Admitted to a graduate program in Optics, Physics or ~~OSE 5041or~~ Electrical Engineering, or C.I.

~~Application~~ Linear systems theory of ~~Fourier transform theory~~ discrete and continuous one- and two-dimensional systems. Applications to optical ~~systems design. Development of optical~~

~~correlation techniques. Holographic techniques~~ polarization, pulse propagation, and ~~applications.~~ image formation.

Abbrev (23 of 30): ~~Fourier Optics~~ Imaging and Optical Sys

Term Offered: ~~Occasional~~ Fall, Spring

Discussion with others: EE - Overlap/Approval received from Kalpathy Sundaram
PHY - Overlap/Approval received from Talat Rahman

Rationale: This course has been significantly revised to become part of the core of the Optics and Photonics PhD program, in order to meet the changing needs of the discipline.

Majors taking course: Optics and Photonics PhD and MS programs

4. Course Deletions

College of Arts and Humanities Course Deletions

DIG 6877 CAH-SVAD 3(3,0)

Theory & Application of Interactive Performance PR: SFDM MFA or MA, or C.I. Study of theory and application of concepts for interactive digital media design using scenario construction, character development, and technology. May be used in the degree program a maximum of 5 times only when course content is different.

Discussion with others: Discussed with FIEA and they see no reason to keep the course either.

Rationale: Course hasn't been offered in years and there are no plans to offer it anytime soon.

College of Education and Human Performance Course Deletions

ARE 6947 ED-TL&L 3(3,0)

Internship Seminar in Art Education PR: Graduate standing or C.I. Internship in pre K-16 or as a community based art educator under supervision of a certified classroom teacher.

Rationale: College does not intend to offer this course any time in the near future.

EDE 6205 ED-TL&L 3(3,0)

Elementary School Curriculum PR: Basic Teacher Certificate or C.I. Analysis of the forces which shape and contribute to the vertical and horizontal curriculum designs of elementary schools.

Rationale: College does not intend to offer this course any time in the near future.

EDF 6446 ED-TL&L 3(3,0)

Assessment of Learning PR: Graduate standing, knowledge of measure or C.I. Alternative assessment procedures in educational settings (i.e., performance, portfolio, and affective) as well as traditional testing will be discussed. Emphasis will be placed on use of appropriate procedures to answer the evaluation questions.

Rationale: College does not intend to offer this course any time in the near future.

EDF 6608 **ED-TL&L** **3(3,0)**
Social Factors in American Education Analysis of general and specific aspects of American education as they relate to social and behavioral sciences.
Rationale: College does not intend to offer this course any time in the near future.

EDG 6326 **ED-TL&L** **3(3,0)**
Assessment of Quality Teaching PR: Valid teaching certificate. Emphasis is placed on methods of assessing teacher quality, particularly as regards content knowledge. Express formal and self-assessment based on state and national standards.
Rationale: College does not intend to offer this course any time in the near future.

EDG 6392 **ED-TL&L** **3(3,0)**
Seminar in Quality Teaching PR: Valid teaching certificate. Selected educational issues, policies and learning theories in relation to standards of quality teaching. Emphasizes inquiry resulting in the alignment of teacher beliefs and practices. May be repeated for credit.
Rationale: College does not intend to offer this course any time in the near future.

EDM 6047 **ED-TL&L** **3(3,0)**
Understanding the Young Adolescent PR: Graduate standing. An exploration of the unique characteristics of adolescence: social emotional, intellectual physical and implications for education.
Discussion with others: College does not intend to offer this course any time in the near future.

EDM 6321 **ED-TL&L** **3(3,0)**
Middle Level Instruction PR: Graduate standing. Examination of new models for teaching including brain research, multiple intelligences, learning styles, cooperative learning appropriate for young adolescents.
Rationale: College does not intend to offer this course any time in the near future.

EEC 5208 **ED-TL&L** **3(3,0)**
Creative Activities in Early Childhood PR: Regular certificate or C.I. Organization of instruction and methods for creative activities involving music, art, literature and educational toys, integration of activities, and basic skills curriculum (K-3). Concurrent laboratory experience.
Rationale: College does not intend to offer this course any time in the near future.

FLE 6455 **ED-TL&L** **3(3,0)**
Curriculum and Materials in Foreign Language Teaching PR: FLE 4333 Foreign Language Teaching in the Secondary School or teaching experience. Fluency in the target language and English. A review of contemporary curricular designs as they pertain to teaching foreign languages, with attention being directed to the development of new programs and materials.
Discussion with others: College does not intend to offer this course any time in the near future.

FLE 6705 **ED-TL&L** **3(3,0)**
Testing and Evaluation in Foreign Language Education PR: FLE 4333 Foreign Language Teaching in the Secondary School or teaching experience. Fluency in the target language and English. General principles of test construction and administration in foreign language instruction, including practical experience in test analysis and the preparation of valid test items.

Rationale: College does not intend to offer this course any time in the near future.

College of Engineering and Computer Science Course Deletions

CEG 5700 ECS-CECE 3(3,0)
Geo-Environmental Engineering PR: CEG 4011C. Geotechnical applications to environmental problems, groundwater flow, soil contamination and groundwater contaminate transport, geosynthetics and stability of landfill design, control of contaminated sites.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

ETG 6911 ECS-ECS 3(3,0)
MS Technology Capstone PR: Completion of 15 hours toward the M.S. Technology degree. This courses is the culmination of the M.S. Technology graduate program. Students will demonstrate their ability to perform research and produce a publication quality document.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CAP 5015 ECS-EECS 3(3,0)
Multimedia Compression on the Internet PR: Seniors and graduate students with interest in internet technology. Multimedia data; internet technology; entropy; compression methods; lossy compression; vector quantization; transform coding; wavelet video compression; model based compression.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CAP 5066 ECS-EECS 3(3,0)
Web Application Authoring Tools PR: Graduate standing and/or approval of the Director of the Software Engineering Certificate Program. A survey of available tools for creating and maintaining Web sites, and methodologies for; determining which tool is best suited for a particular application environment.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CAP 6065 ECS-EECS 3(3,0)
Planning and Estimating Web Application Development PR: DIG 3134, CIS 5378, COP 6717, graduate standing and/or approval or the Director of the Software Engineering Certificate Program. Web project manager responsibilities. Team assembly and communication. Project definition, change management, planning strategies and workflow. Design, build and delivery stages. Quality Assurance. Agile methodologies.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CAP 6835 ECS-EECS 3(3,0)
Visual Simulation, Rendering, and Photometry PR: CAP 5415. Modeling: SFM, space carving, voxel coloring; Image-based rendering: morphing, plenoptic resampling, lumigraph, layered 2.5D

representation; image-based photometry: light, color constancy, BRDF, intrinsic images, invariants.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CEN 5077 ECS-EECS 3(3,0)
Web Application Testing PR: Graduate standing and/or approval of the Director of the Software Engineering Certificate Program. Test design strategies, patterns and tools. Metrics. Client-server and wireless applications testing. Automated testing. Quality assurance. Performance, security, and usability analysis. Cross site scripting tests.

Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CEN 5326 ECS-EECS 3(3,0)
Web Server Configuration and Maintenance PR: COP 3502C, CNT 3004, graduate standing and/or approval of the Director of the Software Engineering Certificate Program. Offers a comprehensive overview of the tools and techniques needed to succeed as a Web Server Administrator, including the tasks they are expected to perform.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CEN 6036 ECS-EECS 3(3,0)
Web Application Architecture and Design PR: COP 4331C, CIS 5378, COP 6717, graduate standing and/or approval of the Director of Software Engineering Certificate Program. Software, web, security, information, messaging, and deployment architecture. Architecture views. Architecture patterns. Design patterns. UML and RUP methodologies.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CIS 5105 ECS-EECS 3(3,0)
Capacity Planning and Performance Evaluation of Web Services PR: COP 4600, graduate standing and/or approval of the Director of the Software Engineering Certificate Program. Web performance problems, basic performance concepts, quantitative models for web performance, planning the capacity of web services, understanding and characterizing the workload, measuring performance.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

CIS 5378 ECS-EECS 3(3,0)
Designing Secure Transactions in Web Applications PR: Graduate standing and/or approval of the Director of the Software Engineering Certificate Program. Secure electronic commerce, data indirection, shell command injection, cross-site scripting, Web Trojans, symmetric encryption, security protocols, application vulnerabilities, threats and hackers.
Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

COP 6525 **ECS-EECS** **3(3,0)**

Distributed Processing of Digital Evidence PR: CGS 5131 and COP 5611, or C.I. Parallel and distributed processing techniques using MPI in a cluster environment; data mining techniques used in analyzing large quantities of digital data.

Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

COP 6717 **ECS-EECS** **3(3,0)**

Database Interface Development PR: COP 4710, CAP 5066, graduate standing and/or approval of the Director of the Software Engineering Certificate Program. Design and implementation techniques for incorporating database interfaces in Web applications. Comparison of tools and methodologies, including Microsoft .NET, Java JDBC, and PHP. Hands-on exercises.

Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

EMA 6515 **ECS-MSE** **3(3,0)**

X-ray and Auger Electron Spectroscopic Techniques PR: EMA 5108 or EMA 5504. A hands on course on X-ray and auger spectroscopy. Topics will include theory on XPS, AES, instrumentation, vacuum science, data interpretation and analysis charge referencing.

Rationale: This course has not been offered in 5 years and there are no plans to offer in the near future.

College of Health and Public Affairs Course Deletions

PHT 6717C **HPA-HP** **2(2,1)**

Functional Rehabilitation PR: Admission to DPT program. Physical therapy assessment and intervention with spinal cord injury clients which include wheelchair, home and business evaluation and modifications. Include prosthetics and orthotics.

Discussion with others: none

Rationale: Course is no longer included in DPT curriculum

PAF 7750 **HPA-PUB AFF** **3(3,0)**

Pedagogy in Public Affairs PR: Admission to PhD Public Affairs. Identifies and examines recurrent and salient issues in Public Affairs pedagogy, and how these have affected pedagogy for the discipline.

Discussion with others: None - no other programs used this course.

Rationale: Course was created as an elective in the Public Affars program, but has not been offered in several years. There are no plans to offer it in the foreseeable future.

PAF 7810 **HPA-PUB AFF** **3(3,0)**

Seminar in Survey Research in Public Affairs PR: Admission to PhD Program or C.I. In-depth analysis of research survey methods and their application. Focus on interviews and questionnaires.

Discussion with others: N/A.

Rationale: This course has not been offered in a number of years and is no longer relevant to the program today.

PAF 7855 HPA-PUB AFF 3(3,0)
Seminar in Policy Informatics PR: Admission to Public Affairs Ph.D. program or C.I. Decision theory and diagnostic test evaluation fundamentals applied to informatics and public affairs, including formal metrics (e.g., sensitivity and specificity) essential for decision support.
Discussion with others: N/A
Rationale: This course has not been offered in a number of years and is no longer relevant to the current catalog today.

College of Optics and Photonics Course Deletions

OSE 6473 OPT-OPT 3(3,0)
Optical Networks PR: Graduate standing or C.I. The interplay between the current state of electronic digital networking and optical transmission and switching technologies and the principles that underlie the present optical networking technology.
Rationale: This course has not been taught in the last five years, and there are no plans to teach it in the future.

OSE 6854 OPT-OPT 3(3,0) Near
Field Optics PR: Graduate standing or C.I. An introduction to the underlying phenomenology and the potential applications of near-field optics in using light to locate, identify, and manipulate structures on nanometer scales.
Rationale: This course has not been taught in the last five years, and there are no plans to teach it in the future.

5. Course Continuations

College of Arts and Humanities Course Continuations

AMH 5149 CAH-HIST 3(3,0)
Colloquium in Early U.S. History, 1789-1815 PR: Graduate standing or senior standing or C.I. Reading and class discussion of the literature on selected topics of the early national period.
Rationale: The faculty member who teaches this course will be returning to unit next year and would like to offer it in the next academic year.

MUE 5921 CAH-MUSIC 2(2,0)
Music Education Workshop PR: Graduate standing or C.I. Variable topics in Music Education to offer hands-on instruction in a workshop format. May be used in the degree program a maximum of 4 times only when course content is different.
Rationale: This course has not been taught recently because of faculty staffing limitations, but we would like to keep them in the catalog for use as electives for Music MA students who are concentrating in music education.

MUE 6080 **CAH-MUSIC** **3(3,0)**

Foundations of Music Education PR: Graduate standing in music. Study of significant historical events that have shaped music education along with important research and philosophical writings. Designed for online delivery.

Rationale: This course has not been taught recently because of faculty staffing limitations, but we would like to keep them in the catalog for use as electives for Music MA students who are concentrating in music education.

College of Education and Human Performance Course Continuations

EDF 7489 **ED-E&HS** **3(3,0)**

Quantitative Research Synthesis PR: Equivalent to EDF 6481 and EDF 7403. This course addresses the problem of the accumulation of evidence in scientific research through the use of quantitative methods for research synthesis and meta-analysis.

Rationale: College intends to begin offering this course again in the next year.

EDF 6206 **ED-TL&L** **3(3,0)**

Challenges of Classroom Diversity PR: Graduate standing, EDF 6886 or C.I. An examination of factors which shape the curriculum in diverse classrooms with specific attention to learning, assessment and best practices appropriate for minority students.

Rationale: College intends to begin offering this graduate course again in the next year.

FLE 6695 **ED-TL&L** **3(3,0)**

Professional Development in Foreign Language Education PR: FLE 4333 Foreign Language Teaching in the Secondary School or teaching experience. Fluency in the target language and English. Introduction to the professional development of the foreign language educator by means of instruction in action research, grant writing, and writing for publication/conference presentation.

Rationale: College intends to begin offering this course again in the next year.

College of Engineering and Computer Science Course Continuations

EIN 6935 **ECS-IEMS** **3(3,0)**

Advanced Ergonomics Topics PR: C.I. Seminar treatment of selected advanced topics in ergonomics.

Rationale: Department plans to offer in fall 17.

EMA 5505 **ECS-MSE** **3(2,2)**

Scanning Electron Microscopy PR: EMA 5104 or C.I. A review of electron optics, beam/specimen interactions, image formation, X-ray analysis, specimen preparation, microelectronic applications and crystallography in the SEM.

Rationale: EMA 5505 is an important course for MSE students. Due to the lack of faculty, it has not been offered in the five-year period. We will hire one or two new faculty next year and plan to offer EMA 5505 in Fall 2017.

EMA 5588 **ECS-MSE** **3(3,0)**

Biocompatibility of Materials PR: EGN 3365 or C.I. Biocompatibility and bioactivity; cell-biomaterials interactions; engineering bone and cartilage; soft-tissue replacements; total hip replacements; nanostructured biomaterials, imaging techniques, preservation techniques for biomaterials, MSDS and FDA compatibility data.

Rationale: Due to the lack of faculty, EMA 5588 has not been offered in the five-year period. Dr. Stephen Florcyk (new faculty) joined our department. He plans to offer EMA 5588 in Spring 2018.

College of Health and Public Affairs Course Continuations

PAD 6355 **HPA-** **3(3,0)**

Growth Management Approaches and Techniques PR: Graduate standing or C.I. Regional and metropolitan planning course that focuses on how growth management works in communities.

Rationale: Course is being reactivated for use in the Urban and Regional Planning program to respond, in part, to Association of Collegiate Schools of Planning (ACSP) and Planning Accreditation Board (PAB) requirements.