

Graduate Council Curriculum Committee
February 8, 2017
2:30 p.m., Millican Hall 243

Agenda

1. Welcome and call to order
2. Approval of the minutes from the last meeting (curriculum, course, M&S fees)
3. **Addition of CON BSN to PhD track in the Nursing PhD program**, effective Summer 2017. See new NGR course in Course Agenda, p. 17.
4. **Addition of CAH Animation and Visual Effects track in the Emerging Media MFA program**, effective Fall 2017. See DIG courses in Course Agenda, pp. 1-6.
5. **Revision to COHPA Social Work MSW**, effective Summer 2017. See new SOW courses in the Course Agenda, p. 16.
6. **Addition of COHPA Anatomical Sciences Graduate Certificate**, effective Fall 2017. See new PHT courses in the Course Agenda, p. 14.
7. **Addition of COHPA Public Budgeting and Finance Graduate Certificate**, effective Fall 2017. See new PAD courses in the Course Agenda, p. 15.
8. **Addition of COHPA Master of Athletic Training program**, effective Summer 2019. See new ATR courses in the Course Agenda, pp. 8-13.
9. **Reactivation, name change, and revision to CEHP Urban Education Graduate Certificate**, effective Summer 2017.
10. **Reactivation and revision to CEHP Career Counseling Graduate Certificate**, effective Fall 2017. See new SDS courses, in the Course Agenda, p. 7.
11. **Revision to CEHP Initial Teacher Professional Preparation Graduate Certificate**, effective Summer 2017.
12. Courses and special topics
13. Adjournment

Members of the Graduate Council Curriculum Committee

Kerry Purmensky, Chair, CAH
Charles Kelliher, CBA
Jim Moharam, Steering Liaison, COP
Elsie Olan, CEHP
Jennifer Sandoval, COS
Asli Tasci, RCHM
Art Weeks, CECS
Diane Andrews, CON
Steven Ebert, COM
Shuo "Sean" Pang, COP
Terrie Sypolt, LIB
Joshua Troche, COHPA
Andrea Pulido, GSA
John Weishampel, CGS Liaison



Graduate 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: Summer 2017

Unit(s) Housing Program: College of Nursing

Name of program, track and/or certificate: BSN to PhD

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

DELIVERY: Program will be delivered: ☐ Face to Face ☐ UCF Online ☒ Mixed Delivery

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

Will the program be a cost recovery program? ☐ Yes ☐ No

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

This track will provide early access to doctoral education for those with a bachelor of science degree in nursing.

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.

Students who have completed the Bachelor of Nursing program and wish to pursue higher education (research based) without earning a Masters along the way. There are no licensures or certifications that depends upon this education. This will be a four year full time track.

	Year 1	Year 2	Year 3
Headcount	4	8	12
SCHs	84	168	252

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

After completion student will be eligible to work as researchers, nurse scientists, and faculty.

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)

Graduate Faculty (Print) DONNA NEFF (Signature) Donna Neff Date 12/19/16
Program Coordinator

Department Chair (Print) SUSAN K. CHASE (Signature) Susan K Chase Date 12/19/16
/Director

College Academic (Print) Joellen Edwards (Signature) Joellen Edwards Date 1/4/17
Standards

College Dean (Print) ML Sole (Signature) ML Sole Date 1/4/17
1/4/17

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President _____ Date _____

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

Nursing BSN-PhD

PROGRAM DESCRIPTION

The Doctor of Philosophy program in Nursing is designed to prepare students for positions as nursing faculty members, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in healthcare systems, and scientists who contribute to the body of nursing knowledge through their research. The BSN to PhD track was designed to support students in completing the PhD in a timely fashion to provide for a longer research career.

The doctoral program in Nursing prepares nurse scholars to possess a body of knowledge about theory, processes and methods of inquiry in the discipline of nursing. The program allows students to contribute to disciplinary and interdisciplinary knowledge in nursing and healthcare from the basis of sound conceptual, methodological, and ethical decision-making. Students in the BSN-PhD track will have focused support on grant writing for programs such as the National Research Service Award (NRSA).

Program Objectives

At the completion of the BSN-PhD in Nursing Program, graduates will be able to:

- Conduct research to generate a body of knowledge and test theories that advance nursing science.
- Develop a program of scholarship that integrates research, teaching, leadership, and service to the profession.
- Contribute to interdisciplinary solutions that advance health care in a global society.

CURRICULUM

The Nursing ~~PhD~~ BSN-PhD program requires a minimum of ~~60~~5175 credit hours beyond a ~~master~~bachelor's degree in Nursing. This program includes ~~36~~51 credit hours of required courses that focus on foundation, knowledge development and research methods, -15 dissertation credit hours, and 9 credit hours of electives allowing students to gain additional expertise in the area chosen for their dissertation. At least two of the three elective courses must be taken outside of the College of Nursing. Details about this program are located in the Nursing PhD Handbook.

Total Credit Hours Required:

~~60~~5175 Credit Hours Minimum beyond the ~~Master~~Bachelor's Degree

Students in the Nursing BSN-PhD program must complete all course work with GPA of 3.0 ("B") or better, a satisfactory dissertation and defense of dissertation.

Required Courses—3651 Credit Hours

Foundation Areas—912 Credit Hours

- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7805 Doctoral Scholarship (3 credit hours)
- NGR 7806 Doctoral Scholarship II (3 credit hours)
- NGR 7XXX Scientific Writing (3 credit hours)

Knowledge Development—9 Credit Hours

- NGR 7115 Philosophical and Theoretical Foundations of Nursing Science (3 credit hours)
- NGR 7123 Concept Development in Nursing (3 credit hours)
- NGR 7939 Dissertation Seminar (3 credit hours)

Research Methods—1830 Credit Hours

- NGR 7807 Research Approaches and Designs for Nursing and Other Health Related Disciplines (3 credit hours)
- NGR 7815 Qualitative Methods in Nursing Research and Healthcare-I (3 credit hours)
- NGR 7817 Quantitative Methods for Nursing and Healthcare Related Disciplines -I (3 credit hours)
- NGR 7818 Quantitative Methods for Nursing and Healthcare Research II (3 credit hours) OPTION ~~or~~ OR NGR 7808 Qualitative ~~Methods in Nursing and Healthcare II~~ Methods in Nursing and Healthcare II (3 credit hours) OPTION
- ~~NGR 7807 Research Approaches and Designs for Nursing and Other Healthcare Related Disciplines (3 credit hours)~~
- NGR 7823 Psychometrics and Measurement for Nursing Research (3 credit hours)
- NGR 7916 Research Grants Process and Proposal Writing (3 credit hours)
- NGR 7XXX Research Grants Process and Proposal Writing II (3 credit hours)
- NGR 7919 Doctoral Research (~~39~~ Credit Hours; 3 courses)

Elective Courses—9 Credit Hours Minimum

The supporting course work is designed to permit students to gain additional expertise and knowledge in the area chosen for the dissertation. At least two of the three courses must be taken outside of the College of Nursing.

Dissertation Research—15 Credit Hours Minimum

The dissertation research addresses the design and conduct of research that advances nursing science. Students conduct the dissertation in areas of faculty interest and expertise. Students are required to complete at least 15 credit hours of dissertation and are required to register for 3 credit hours of dissertation each semester until they complete the degree requirements.

- NGR 7980 Dissertation Research (15 credit hours)

Doctoral Research

The course NGR 7919 Doctoral Research is designed for students to gain research experience with a faculty researcher. Students must obtain permission from the faculty member before registering for this course and complete the College of Nursing doctoral research form. The purpose of this course is for students to have an experience with research in addition to that of the dissertation. ~~This course is not to be used as a pilot study for the student's dissertation.~~

Admission to Candidacy and Examinations

The process for candidacy will start with the appointment of the dissertation advisory committee. The Candidacy Examination has both written and oral components. When these are completed successfully, the student becomes a doctoral candidate and is eligible to enroll in dissertation credits. When candidacy status is obtained, the student must enroll in at least three semester credits of dissertation credit each semester until successful oral defense of the dissertation is made and all graduation requirements are completed. The university requires a minimum of 15 dissertation credits. Post-candidacy status is subject to the rules and regulations of the University of Central Florida Graduate Catalog.

The following are required to enroll in dissertation hours. Evidence that items have been completed must be received by the Graduate College on the Friday before the first day of classes for those who wish to enroll in dissertation hours in that semester:

- Completion of all 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 (should be finalized by the student's third semester).

Equipment Fee

Full-time students in the Nursing PhD program pay a \$90 equipment fee each semester that they are enrolled. Part-time students pay \$45 each semester.

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.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A ~~Master's and a~~ Bachelor's Degree in nursing from an accredited institution or the equivalent.
- Licensure as a Registered Nurse in the state of Florida. (Does not apply to international applicants).
- Official, competitive GRE score taken within the last five years.
- An essay of no more than 500 words addressing goals for doctoral study to knowledge development for Nursing.
- A personal interview.
- Research interests that match faculty expertise.
- Resume/Curriculum Vitae which reflects prior education, recent clinical accomplishments, any scholarly work (publications and presentations), and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Three letters of recommendation evaluating potential for doctoral study preferably by nursing instructors, nurse employers or nurses with advanced degrees.

The College of Nursing accepts the most qualified students based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with applicant's career goals. Students are admitted to the program in the summer for the program of study.

Please call the College of Nursing Graduate Office (407) 823-3079 to speak with a doctoral adviser to discuss your goals for doctoral study. It would be very advantageous to discuss the program before you write your essay in the admission application.

Application Deadlines

Nursing PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	-	-	Jan 15
International Applicants	-	-	-	Nov 1
International Transfer Applicants	-	-	-	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.

Program Profile

Contact Info



Graduate Program

Donna Felber Neff PhD, RN, FNAP

Associate Professor

donna.neff@ucf.edu

Telephone: 407-823-5489

UTWR 465 

Graduate Admissions

Emery Carr

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>

Nursing BSN-PhD

PROGRAM DESCRIPTION

The Doctor of Philosophy program in Nursing is designed to prepare students for positions as nursing faculty members, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in healthcare systems, and scientists who contribute to the body of nursing knowledge through their research. The BSN to PhD track was designed to support students in completing the PhD in a timely fashion to provide for a longer research career.

The doctoral program in Nursing prepares nurse scholars to possess a body of knowledge about theory, processes and methods of inquiry in the discipline of nursing. The program allows students to contribute to disciplinary and interdisciplinary knowledge in nursing and healthcare from the basis of sound conceptual, methodological, and ethical decision-making. Students in the BSN-PhD track will have focused support on grant writing for programs such as the National Research Service Award (NRSA).

Program Objectives

At the completion of the BSN-PhD in Nursing Program, graduates will be able to:

- Conduct research to generate a body of knowledge and test theories that advance nursing science.
- Develop a program of scholarship that integrates research, teaching, leadership, and service to the profession.
- Contribute to interdisciplinary solutions that advance health care in a global society.

CURRICULUM

The Nursing BSN-PhD program requires a minimum of 75 credit hours beyond a bachelor's degree in Nursing. This program includes 51 credit hours of required courses that focus on foundation, knowledge development and research methods, 15 dissertation credit hours, and 9 credit hours of electives allowing students to gain additional expertise in the area chosen for their dissertation. At least two of the three elective courses must be taken outside of the College of Nursing. Details about this program are located in the [Nursing PhD Handbook](#).

Total Credit Hours Required:

75 Credit Hours Minimum beyond the Bachelor's Degree

Students in the Nursing BSN-PhD program must complete all course work with GPA of 3.0 ("B") or better, a satisfactory dissertation and defense of dissertation.

Required Courses—51 Credit Hours

Foundation Areas—12 Credit Hours

- NGR 7892 Healthcare Systems and Policy (3 credit hours)
- NGR 7805 Doctoral Scholarship (3 credit hours)
- NGR 7806 Doctoral Scholarship II (3 credit hours)
- NGR 7XXX Scientific Writing (3 credit hours)

Knowledge Development—9 Credit Hours

- NGR 7115 Philosophical and Theoretical Foundations of Nursing Science (3 credit hours)
- NGR 7123 Concept Development in Nursing (3 credit hours)
- NGR 7939 Dissertation Seminar (3 credit hours)

Research Methods—30 Credit Hours

- NGR 7807 Research Approaches and Designs for Nursing and Other Health Related Disciplines (3 credit hours)
- NGR 7815 Qualitative Methods in Nursing Research (3 credit hours)
- NGR 7817 Quantitative Methods for Nursing and Health Related Disciplines I (3 credit hours)
- NGR 7818 Quantitative Methods for Nursing and Healthcare Research II (3 credit hours) OPTION OR NGR 7808 Qualitative Methods in Nursing and Healthcare II (3 credit hours) OPTION
- NGR 7823 Psychometrics and Measurement for Nursing Research (3 credit hours)
- NGR 7916 Research Grants Process and Proposal Writing (3 credit hours)
- NGR 7XXX Research Grants Process and Proposal Writing II (3 credit hours)
- NGR 7919 Doctoral Research (9 Credit Hours; 3 courses)

Elective Courses—9 Credit Hours Minimum

The supporting course work is designed to permit students to gain additional expertise and knowledge in the area chosen for the dissertation. At least two of the three courses must be taken outside of the College of Nursing.

Dissertation Research—15 Credit Hours Minimum

The dissertation research addresses the design and conduct of research that advances nursing science. Students conduct the dissertation in areas of faculty interest and expertise. Students are required to complete at least 15 credit hours of dissertation and are required to register for 3 credit hours of dissertation each semester until they complete the degree requirements.

- NGR 7980 Dissertation Research (15 credit hours)

Doctoral Research

The course NGR 7919 Doctoral Research is designed for students to gain research experience with a faculty researcher. Students must obtain permission from the faculty member before registering for this course and complete the College of Nursing doctoral research form. The purpose of this course is for students to have an experience with research in addition to that of the dissertation.

Admission to Candidacy and Examinations

The process for candidacy will start with the appointment of the dissertation advisory committee. The Candidacy Examination has both written and oral components. When these are completed successfully, the student becomes a doctoral candidate and is eligible to enroll in dissertation credits. When candidacy status is obtained, the student must enroll in at least three semester credits of dissertation credit each semester until successful oral defense of the dissertation is made and all graduation requirements are completed. The university requires a minimum of 15 dissertation credits. Post-candidacy status is subject to the rules and regulations of the University of Central Florida Graduate Catalog.

The following are required to enroll in dissertation hours. Evidence that items have been completed must be received by the Graduate College on the Friday before the first day of classes for those who wish to enroll in dissertation hours in that semester:

- Completion of all 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 (should be finalized by the student's third semester).

Equipment Fee

Full-time students in the Nursing PhD program pay a \$90 equipment fee each semester that they are enrolled. Part-time students pay \$45 each semester.

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.

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 nursing from an accredited institution or the equivalent.
- Licensure as a Registered Nurse in the state of Florida. (Does not apply to international applicants).
- Official, competitive GRE score taken within the last five years.
- An essay of no more than 500 words addressing goals for doctoral study to knowledge development for Nursing.
- A personal interview.
- Research interests that match faculty expertise.
- Resume/Curriculum Vitae which reflects prior education, recent clinical accomplishments, any scholarly work (publications and presentations), and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Three letters of recommendation evaluating potential for doctoral study preferably by nursing instructors, nurse employers or nurses with advanced degrees.

The College of Nursing accepts the most qualified students based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with applicant's career goals. Students are admitted to the program in the summer for the program of study.

Please call the College of Nursing Graduate Office (407) 823-3079 to speak with a doctoral adviser to discuss your goals for doctoral study. It would be very advantageous to discuss the program before you write your essay in the admission application.

Application Deadlines

Nursing PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	-	-	Jan 15
International Applicants	-	-	-	Nov 1
International Transfer Applicants	-	-	-	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.

Program Profile

Contact Info



Graduate Program

Donna Felber Neff PhD, RN, FNAP

Associate Professor

donna.neff@ucf.edu

Telephone: 407-823-5489

UTWR 465 

Graduate Admissions

Emery Carr

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>



Graduate Course Action Request Form

☒ Course Addition ☐ Course Revision ☐ Course Deletion

Forward to your college office

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information

College: Nursing

Department: _____

Department Chair: Susan K. Chase

Phone: 407-823-6274

Approved Graduate Faculty/Scholars: _____

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Current or New Course	NGR	7XXX	Scientific Writing for Nurses and Healthcare Professionals	3(3,0)
Proposed Course Revision				

30 Character Abbreviation: Scientific Writing for Nurses and Hlthcare Profs.

Course Description (25 word limit)

Identify, discuss, and practice effective scientific writing elements as they apply to nursing and healthcare related disciplines; prepare a scientific manuscript for publication.

New or revised Materials and Supply Fees? ☐ Yes ☒ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☒ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): Admission to Graduate Nursing or Healthcare related discipline

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: _____

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will the course be offered?

☒ Odd Fall ☐ Odd Spring ☐ Odd Summer ☐ Every Semester

☒ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☒ Required Course ☐ Elective Course

Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

Required new course for new BSN-PhD track.

What majors require or recommend this course for graduation? BSN-PhD

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? 4

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

Justification for Course Deletion

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

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

If not, explain

Notes:

Approval Signatures

Department Chair Sharon K. Galt

Date 12/19/16

College Academic Standards [Signature]

Date 1/4/17

College Dean X [Signature]

Date 1/4/17 11/4/17

Graduate Council _____

Date _____

Vice President for Research and

Dean of the College of Graduate Studies _____

Date _____



NGR 7XXX: Scientific Writing for Nurses and Healthcare Professionals

Graduate Level

College of Nursing, University of Central Florida

COURSE SYLLABUS

Instructor:

Office:

Phone:

E-Mail:

Website:

Office Hours:

Term:

Class Meeting Days: Online

Class Meeting Hours: Online

Class Location: Online

Lab Location: N/A

I. Welcome!

II. University Course Catalog Description

Identify, discuss, and practice effective scientific writing elements as they apply to nursing and healthcare related disciplines; prepare a scientific manuscript for publication.

III. Course Overview

This course aims to demystify the writing process and teach the fundamentals of effective scientific writing.

Instruction will focus primarily on the process of writing and publishing scientific manuscripts. The course will be presented in two segments: Part (1) teaches students how to write effectively, concisely, and clearly and part (2) takes them through the preparation of an actual scientific manuscript.

IV. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate elements of effective scientific writing with an emphasis on synthesis of information
2. Demonstrate habits of effective scientific writers
3. Critically evaluate examples of effective scientific writing
4. Prepare a nursing or healthcare related scientific article for submission to an appropriate journal
5. Demonstrate effective constructive feedback using the peer review process

V. Course Prerequisites

Admission to graduate nursing or healthcare related discipline

VI. Course Credits

3 (lecture)

VII. Required Texts and Materials

Hale, C. (2013). *Sin and Syntax: How to craft wicked good prose*. New York: Three Rivers Press.

Matthews, J. R. & Matthews, R. W. (2015). *Successful Scientific Writing: A step-by-step guide for the biological and medical sciences (4th ed)*. Cambridge: Cambridge University Press.

VIII. Supplementary (Optional) Texts and Materials

Gopen, G. (2004). *The sense of structure: Writing from the reader's perspective*. New York: Pearson.

Truss, L. (2006). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York: Gotham.

IX. Basis for Final Grade

Assessment	Possible Points	% of Final Grade
Module Discussions	10 modules @ 10 points each = 100	34.49
Module writing assignments	10 modules @ 5 points each = 50	17.24
Draft of scientific writing manuscript	10	3.49
Peer review of manuscript	20	6.90
Final scientific writing manuscript	100	34.49
Manuscript properly formatted for submission to appropriate journal	10	3.49

X. Topics

- What makes good writing? Are there “good writers” and “bad writers”? Words, word choice, the basic elements of sentences and sentence structure. Writing in the active voice.
- Dissecting the news article. News-writing is the art of maximizing information and minimizing words; it's the barest-bones form of writing. The fundamentals of good writing can be learned by dissecting news articles.
- Punctuation and Parallelism. Tricks for clarity, brevity, and finesse.
- Paragraphs, logic, and organization. Organizational strategies.
- Putting it all together...
- Significance of your topic. Formulating logical and progressive arguments.
- Telling your story. Methods and quality assessment
- How to present data effectively. How to write prose that complements a table or figure.
- Getting to the main point and summarizing effectively. How to conduct literature reviews. Writing an effective discussion.
- Authorship and submission issues



Graduate Course Action Request Form

☐ Course Addition ☒ Course Revision ☐ Course Deletion

Forward to your college office

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information

College: Nursing

Department: _____

Department Chair: Susan K. Chase

Phone: 407-823-6274

Approved Graduate Faculty/Scholars: _____

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Current or New Course				
Proposed Course Revision	NGR	7916	Research Grants Process and Proposal Writing	3(3,0)

30 Character Abbreviation: Research Grants Process & Prop. Writing

Course Description (25 word limit)

Development and funding programs of research which focuses on successful research programs, planning a research trajectory, and obtaining pre-doctoral funding.

New or revised Materials and Supply Fees? ☐ Yes ☒ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☒ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): Admission to Graduate Nursing or Healthcare related discipline and completion of NGR 7916 or equivalent course as approved by Instructor.

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: _____

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will the course be offered?

☒ Odd Fall ☐ Odd Spring ☐ Odd Summer ☐ Every Semester

☒ Even Fall ☐ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☒ Required Course ☐ Elective Course

Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

Syllabus and course updated for new BSN-PhD track.

What majors require or recommend this course for graduation?

BSN-PhD

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

4

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

Justification for Course Deletion

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

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

If not, explain

Notes:

Approval Signatures

Department Chair

Deborah K. Oles

Date

12/19/10

College Academic Standards

Joella Edwards

Date

1/4/17

College Dean

Bob

Date

3/4/17

4/4/17

Graduate Council

Date

Vice President for Research and

Dean of the College of Graduate Studies

Date



NGR 7916: Research Grants Process and Proposal Writing

Graduate Level
College of Nursing, University of Central Florida

COURSE SYLLABUS

Instructor:		Term:	
Office:		Class Meeting	Online
		Days:	
Phone:		Class Meeting	Online
		Hours:	
E-Mail:		Class Location:	Online
Website:		Lab Location:	N/A
Office			
Hours:			

I. Welcome!

II. University Course Catalog Description

The first of a two-course series on development and funding of programs of research, focuses on successful research programs, planning a research trajectory, and obtaining pre-doctoral funding.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the relationship between research and career trajectory.
2. Describe the overall grants process.
3. Identify research priorities and funding opportunities at the NIH.
4. Describe key funding mechanisms at the NIH.
5. Identify a research area that aligns with funding priorities.
6. Review literature in the area of research identified
7. Develop statement aims for research
8. Synthesize literature related to research topic

8.

IV. Course Prerequisites

Admission to graduate nursing or healthcare related discipline

V. Course Credits

3 (lecture)

VI. Topics

- 1) Research Career Trajectory
- 2) Research Priorities of a funding agency.
- 3) Identify elements of a research grant proposal – (SF424 as template)
- 4) Develop research aims
- 5) Develop literature review in a selected area
- 6) Peer review – statement of Research Aims, Background & Significance

VII. Required Texts and Materials

Russell, S., & Morrison, D.C. (2016). The grant application writer's workbook. NIH Version, Retrieved at <http://www.grantcentral.com/workbooks/national-institutes-of-health/>

VIII. Basis for Final Grade

Assessment	Possible Points	% of Final Grade
Module Discussions	10	10
Module writing assignments I Purpose statement and AIMs/research questions II Literature reviews (B&S)	14% each assignments	28
Draft of proposal sections	12	12
Peer review of grant proposal sections	15	15
Final grant proposal sections	35	35



Graduate Course Action Request Form

☒ Course Addition ☐ Course Revision ☐ Course Deletion

Forward to your college office

Course additions and course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Course Information

College: Nursing

Department: _____

Department Chair: Susan K. Chase

Phone: 407-823-6274

Approved Graduate Faculty/Scholars: _____

	Course Prefix	Number	Title	Credit Hours Ex.: 3(3,0)
Current or New Course	NGR	7XXX	Research Grants Process and Proposal Writing II	3(3,0)
Proposed Course Revision				

30 Character Abbreviation: Research Grants Process & Prop. Writing II

Course Description (25 word limit)

Development and funding programs of research which focuses on refinement of student research trajectories and grantsmanship for small research grant funding

New or revised Materials and Supply Fees? ☐ Yes ☒ No If yes, also complete the Materials and Supply Fee Request Form.

Repeat for credit? ☒ Yes ☐ No If yes, indicate the total times this course may be used in the degree program. 2

Repeat within same semester? ☐ Yes ☒ No

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s) and/or Corequisite(s): Admission to Graduate Nursing or Healthcare related discipline and completion of NGR 7916 or equivalent course as approved by Instructor.

Graded S/U? ☐ Yes ☒ No

Split-Level Class: ☐ Yes ☐ No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course: _____

NOTE: Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

Term of Offering

When will the course be offered?

☐ Odd Fall ☒ Odd Spring ☐ Odd Summer ☐ Every Semester

☐ Even Fall ☒ Even Spring ☐ Even Summer ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

☒ Required Course ☐ Elective Course

Justification for Course Addition or Course Revision

What is the rationale for adding or revising this course?

Required new course for new BSN-PhD track.

What majors require or recommend this course for graduation? BSN-PhD

If not a major requirement, what will be the source of students? _____

What is the estimated annual enrollment? 4

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

Justification for Course Deletion

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

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

If not, explain

Notes:

Approval Signatures

Department Chair

Suzanne K. Ullrich

Date

12/19/16

College Academic Standards

Jada Edwards

Date

1/4/17

College Dean

M. B. Lee

Date

1/4/17

Graduate Council

Date

Vice President for Research and

Dean of the College of Graduate Studies

Date

NGR 7XXX: Research Grants Process and Proposal Writing II

Graduate Level
College of Nursing, University of Central Florida

COURSE SYLLABUS

Instructor:	Term:	
Office:	Class Meeting	Online
	Days:	
Phone:	Class Meeting	Online
	Hours:	
E-Mail:	Class Location:	Online
Website:	Lab Location:	N/A
Office		
Hours:		

I. Welcome!

II. University Course Catalog Description

The second of a two-course series on development and funding of programs of research, focuses on refinement of student research trajectories and grantsmanship for small research grant funding.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Evaluate grant funding mechanisms
2. Refine statements of Research Aims/research questions and Background & Significance
3. Develop Methods and Analytic approach, data management plan, and human subjects
4. Interpret the NIH scoring and review process
5. Develop list of potential consultants for grant

IV. Course Prerequisites

Admission to graduate nursing or healthcare related discipline and completion of NGR 7916 or equivalent course as approved by instructor.

V. Course Credits

3 (lecture)

VI. Topics

1. Small grant mechanisms
2. Interpret NIH, Foundation, Professional Organization RFAs
3. Scoring processes for NIH

4. Revisions of proposal completed in NGR 7916
 - a. Purpose statement and AIMS/research questions
 - b. Literature reviews (B&S)
5. Methods
 - a. Data Collection,
 - b. instruments,
 - c. Data Analyses
6. Data Management Plan, Human Subjects

A

VII. Required Texts and Materials

Russell, S., & Morrison, D.C. (2016). The grant application writer's workbook. NIH Version, Retrieved at <http://www.grantcentral.com/workbooks/national-institutes-of-health/>

VIII. Basis for Final Grade

Assessment	Possible Points	% of Final Grade
Module Discussions	10	10
Module writing assignments		
I Purpose statement and AIMS/research questions II Literature reviews (B&S) III Innovation IV Preliminary works V Methods Data Collection, instruments, data analyses, VI Data management plan, human subjects	5% each assignments	30
Draft of proposal	10	10
Peer review of grant proposals	15	15
Final grant proposal	35	35

UCF College of Nursing BSN to PhD Program

Plan of Study/Full-Time

Student Name:
Email:

PID:

Date:
Advisor:

Doctoral Program Curriculum		Semester	Courses/Credits
		<i>Year 1</i>	
1) Foundation Areas (12 credits) NGR 7892 Healthcare Systems and Policy (3 credits) NGR 7805 Doctoral Scholarship (3 credits) NGR 7806 PhD Seminar II (3 credits) NGR 7xx1 Scientific Writing (3 credits) 2) Knowledge Development (9 credits) NGR 7115 Philosophical Theoretical Foundations of Nursing Science (3 credits) NGR 7123 Concept Development in Nursing (3 credits) NGR 7939 Dissertation Seminar (3 credits) 3) Research (30 credits) NGR 7807 Research Approaches and Designs for Nursing and Other Health Related Disciplines (3 credits) NGR 7817 Quantitative Methods for Nursing and Health Related Disciplines I (3 credits) (NGR 7818 Quantitative Methods for Nursing and Healthcare Research II (3 credits) option OR NGR 7808 Qualitative Methods in Nsg. and Healthcare II (3 credits) option)) NGR 7823 Psychometrics Measurement Nsg Research (3 credits) NGR 7815 Qualitative Methods in Nsg Research (3 credits) NGR 7xx2 Grant Writing I NGR 7xx3 Grant Writing II NGR 7919 Doctoral Research (9 credits; 3 courses) 4) Supporting Courses (9 credits) 5) Candidacy Examination 6) Dissertation Research (15 credits) NGR 7980 Doctoral Dissertation		Summer 1	NGR 7805 Doctoral Scholarship 3 credit hours
		Fall 1	NGR 7115 Philosophical and Theoretical Foundations of Nsg Science (3) NGR 7807 Research Approaches and Designs for Nursing and Other Health Related Disciplines (3) NGR 7XXX Scientific Writing (3) 9 credit hours
		Spring 1	NGR 7123 Concept Development in Nursing (3) NGR 7817 Quantitative Methods for Nursing and Health Related Disciplines I (3) NGR 7919 -1 Doctoral Research NGR (3) 9 credit hours
		Summer 1	NGR 7806 PhD Seminar II (3) NGR 7919 -2 Doctoral Research (3) 6 credit hours
		<i>Year 2</i>	
		Fall 2	NGR 7815 Qualitative Methods in Nursing Research (3) Supporting Course -1 (3) NGR 7916 Grant Writing -1 (3) 9 credit hours
		Spring 2	NGR 7823 Psychometrics & Measurement for Nsg Research (3) NGR 7892 Healthcare System & Policy (3) NGR XXXX Grant Writing -2 (3) 9 credit hours
		Summer 2	Supporting Course -2 (3) NGR 7919 -3 Doctoral Research (3) 6 credit hours
		<i>Year 3</i>	
		Fall 3	NGR 7818 Quantitative Methods for Nursing and Healthcare Research II (3) OR Approved Stats course (3)

		Supporting Course -3 (3)	6 credit hours
Spring 3	NGR 7939 Dissertation Seminar (3) OPTION NGR 7808 Qualitative Methods in Nsg. and Healthcare II (3)	3 credit hours	
	Candidacy Exam end of Semester		
Summer 3	NGR 7980 Dissertation (3)	3 credit hours	
Year 4			
Fall 4	NGR 7980 Dissertation (6)	6 credit hours	
Spring 4	NGR 7980 Dissertation (6)	6 credit hours	

Comments: _____



Faculty List

Kelly Allred, PhD, RN-BC, CNE
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
Angeline Bushy, PhD, RN, PHCNS-BC, FAAN
Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Maureen Covelli, PhD, RN
Desiree Diaz, PhD, RN-BCV, CNE, CHSE-A
Joellen Edwards, PhD, RN, FAAN
Loretta "Lori" Forlaw, PhD, RN, FACHE
Laura Gonzalez, PhD, ARNP, CNE
Frank Guido-Sanz, PhD, ARNP, ANP-BC
Julie Hinkle, PhD, RN, CNE
Elizabeth Kinchen, PhD, RN, AHN-BC
Jacqueline LaManna, PhD, ANP-BC, BC-ADM, CDE
Victoria Loerzel, PhD, RN, OCN
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
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE
Michael Valenti, PhD, RN
Josie A. Weiss, PhD, PNP-BC, FNP-BC, FAANP



Graduate 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 Arts and Humanities

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: School of Visual Arts and Design

Name of program, track and/or certificate: Emerging Media MFA - Animation and Visual Effects track

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

DELIVERY: Program will be delivered: ☒ Face to Face ☐ UCF Online ☐ Mixed Delivery

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

Will the program be a **cost recovery** program? ☐ Yes ☒ No

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

The addition of the new Animation & Visual Effects track could position the MFA in Emerging Media to become the premiere program in the State of Florida and the Southeastern United States offering a professional studio organizational model. No other program of its kind currently exists in the State or in the region, and UCF has an opportunity to build a strong and robust Master's Animation & Visual Effects degree track drawing upon its already regionally and nationally highly ranked undergraduate Character Animation degree program.

An aspect of the graduate track would follow the model of the undergraduate program that emulates the professional studio environment providing each student with an opportunity to assume an artistic leadership role. This gives them the ability to understand the collaborative

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?

The current students will not be impacted by this new track.

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.

Potential candidates for the MFA in Animation & Visual Effects track would draw from undergraduate programs throughout Florida, the United States and abroad. There are twenty-two (22) institutions in the Southeast (Florida, Georgia, Louisiana, Tennessee, South Carolina, North Carolina, and Virginia) that are potential feeder schools, which offer animation-related undergraduate degrees that would prepare students for our MFA program. We have already received multiple applications in the past five years to our current Digital Media graduate program requesting an Animation concentration in which we have had to decline, and we feel that if UCF were to offer an advanced degree in Animation & Visual Effects, we could increase enrollment from not only in-State but also out-of-State students as well.

	Year 1	Year 2	Year 3
Headcount	8	16	24
SCHs	192	336	480

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

A strong emphasis will be placed upon the entrepreneurial aspect of animation as related to studio and job creation in the Central Florida region. Other graduates will work in creating simulations for the US Navy, NASA, DISTI, Lockheed Martin and other local and regional companies. In addition, Alumni work nationally and internationally for major animation and gaming companies such as Walt Disney Animation Studios, Reel EFX, Nickelodeon Animation Studios, Electronic Arts, Riot Games, and Blizzard Entertainment. Job Titles include: Creative Director, Technical Director, Animator, Modeler, Visual Effects Artist, Visual Effects Supervisor, Compositor, Texture Artist, Environment Artist, story artist, storyboard artist, concept artist, effects animator, look development artist, set extension artist, stereoscopic artist, lighting artist, tech animator, layout artist, crowd animator, and character rigger.

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	n/a				
Year 2	n/a				
Year 3	n/a				

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Cheryl Briggs (Signature) [Signature] Date 1/20/2017
Program Coordinator

Department Chair (Print) Thomas R. McDaniel (Signature) [Signature] Date 1/20/17
/Director

College Academic (Print) Lynn Hepner (Signature) [Signature] Date 1/31/17
Standards

College Dean (Print) Jeffrey Moore (Signature) [Signature] Date 1/31/17

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President _____ Date _____

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

SVAD
MFA in Emerging Media – Animation and Visual Effects track
Description and Rationale

The addition of the new Animation & Visual Effects track could position the MFA in Emerging Media to become the premiere program in the State of Florida and the Southeastern United States offering a professional studio organizational model. No other program of its kind currently exists in the State or in the region, and UCF has an opportunity to build a strong and robust Master's Animation & Visual Effects degree track drawing upon its already regionally and nationally highly ranked undergraduate Character Animation degree program.

An aspect of the graduate track would follow the model of the undergraduate program that emulates the professional studio environment providing each student with an opportunity to assume an artistic leadership role. This gives them the ability to understand the collaborative function of a commercial studio, which is necessary in order to prepare students for careers in animation. The performance of specific roles correlates to job titles in the animation industry uniquely preparing them for the professional workplace. Our undergraduate students and alumni have expressed a desire for more advanced educational opportunities in this type of simulated “real world” setting. A strong emphasis will be placed upon the entrepreneurial aspect of animation as related to studio and job creation in the Central Florida region.

Rationale: The faculty of the Character Animation Specialization noticed there has been a decline in Digital Media MFA applicants, both in quality and quantity. The following proposal for a new track in Animation & Visual Effects is a way to attract qualified applicants to UCF and build upon a successful undergraduate program.

List of current Faculty credentials for MFA in Animation and Visual Effects

First Name	Last Name	Highest Degree	Discipline	Institution	Current Grad Faculty status
Jo Anne	Adams	MFA	Digital Media	University of Florida	Full Graduate Faculty
Cheryl	Briggs	MFA	Computer Art: 3D Animation	Savannah College of Art and Design	Full Graduate Faculty
Matthew	Dombrowski	MFA	Studio Art and the Computer	University of Central Florida	Full Graduate Faculty
Darlene	Hadrika	MFA	Theater, Film and Television: Animation	University of California, Los Angeles	Graduate Faculty Scholar
Phil	Peters	MFA	Theater	University of Montana	Full Graduate Faculty
Lisa	Peterson	MA	Interdisciplinary Studies	University of Central Florida	Graduate Faculty Scholar
Barry	Sandler	MFA	Film: Screenwriting	University of California, Los Angeles	Full Graduate Faculty
Stella	Sung	DMA	Music	University of Texas at Austin	Full Graduate Faculty

TRACK DESCRIPTION

Housed in the School of Visual Arts and Design (SVAD), the Emerging Media MFA – Animation and Visual Effects track is a specialized program designed to emulate the professional studio environment providing each student with an opportunity to assume an artistic leadership role. The principal emphasis is placed upon narrative film structure and the entrepreneurial aspect of animation as related to studio and job creation. Courses are designed to also give students the ability to understand the collaborative function of a commercial studio, which is necessary in order to prepare students for careers in animation. Labs and studios are equipped with the same industry-standard software and hardware used in professional studios.

Students desiring admission to the Emerging Media MFA –Animation and Visual Effects track should be primarily interested in the opportunity to create or direct his/her own animation and visual effects. While in this program, students are encouraged to develop their visual storytelling skills while utilizing a variety of animation and visual effects techniques, including traditional hand-drawn, stop motion, 2D computer, and 3D computer animation. Applicants should have an undergraduate degree in animation, visual effects, emerging media, art, film, theater, computer science, graphic design, illustration, creative writing, mass communications, game design, or related field and must demonstrate, through a portfolio of work and writing, that they are currently proficient and successful in the area of Animation.

The Emerging Media MFA –Animation and Visual Effects track is a competitive program whereby students receive the best instruction from professors who have had extensive professional industry experience. Drawing on the expertise of the current faculty, graduates are well qualified to enter the teaching and academic professions. SVAD graduates have a competitive edge for greater opportunities within the animation, visual effects, and simulation industry. Current SVAD Alumni work in creating simulations for the US Navy, NASA, DISTI, Lockheed Martin and other local and regional companies. In addition, SVAD alumni are currently working nationally and internationally for major animation and gaming companies such as Walt Disney Animation Studios, Reel EFX, Nickelodeon Animation Studios, Electronic Arts, Riot Games, and Blizzard Entertainment.

CURRICULUM

The Emerging Media MFA –Animation and Visual Effects track is composed of a minimum of 60 credit hours, to be acquired in three years (six full-time semesters excluding summers in most instances) and students must progress through the program by taking required classes in particular semesters. All courses must be approved by the Graduate Program Director. The thesis consists of producing a short film and thesis document.

Total Credit Hours Required:

60 Credit Hours Minimum beyond the Bachelor's Degree

Graduate students must maintain a 3.0 or better GPA in all course work to complete the program.

Required Courses—48 Credit Hours

- DIG 5XXXC Script and Story Development for Animation and Visual Effects (3 credit hours)
- DIG 5XXX The History of Animation and Visual Effects (3 credit hours)
- DIG 5XXXC Animation and Visual Effects Production I (3 credit hours)
- DIG 5XXXC Animation and Visual Effects Production II (3 credit hours)
- DIG 5XXXC Visual Development and Design for Animation and Visual Effects (3 credit hours)
- DIG 5XXXC Editing for Animation and Visual Effects I: Theory and Production (3 credit hours)
- DIG 5XXXC Visual Effects for Animation and Live Action I (3 credit hours)
- DIG 6XXXC Editing for Animation and Visual Effects II: Practical Editing (3 credit hours)
- DIG 6XXXC Music and Media for Animation and Visual Effects (3 credit hours)
- DIG 6XXXC Animation and Visual Effects Production III (3 credit hours)
- DIG 6XXXC Directing for Animation and Visual Effects (3 credit hours)
- DIG 6XXXC Animation and Visual Effects Production IV (3 credit hours)
- DIG 6XXXC Visual Effects for Animation and Live Action II (3 credit hours)
- DIG 6XXXC Technical Problem Solving for Animation and Visual Effects (3 credit hours)
- FIL 5800 Research Methods in Film and Digital Media (3 credit hours)
- FIL 6619 Guerilla Marketing and Models of Distribution (3 credit hours)

Thesis—12 Credit Hours

- DIG 6971 Thesis (12 credit hours)

The thesis consists of a short film production and thesis document.

The final oral review before the supervisory thesis committee occurs at the end of the sixth semester. At the same time, the graduate student presents a short film production. Students are required to submit an electronic version of the thesis to the UCF College of Graduate Studies. After approval by the UCF College of Graduate Studies, the UCF Library will add it to its archives and make the electronic version of the thesis accessible on the web. The required thesis is created during the independent learning experience in the degree program.

Course Schedule

The Emerging Media MFA –Animation and Visual Effects track is a full-time 3-year cohort program that requires students to abide by the following course sequence. Students must remain with their cohort in order to remain in good academic standing and graduate.

YEAR 1

Fall—12 Credit Hours

- DIG 5XXXXC Script and Story Development for Animation and Visual Effects (3 credit hours)
- DIG 5XXX The History of Animation and Visual Effects (3 credit hours)
- DIG 5XXXXC Animation and Visual Effects Production I (3 credit hours)
- FIL 5800 Research Methods in Film and Digital Media (3 credit hours)

Spring—12 Credit Hours

- DIG 5XXXXC Animation and Visual Effects Production II (3 credit hours)
- DIG 5XXXXC Visual Development and Design for Animation and Visual Effects (3 credit hours)
- DIG 5XXXXC Editing for Animation and Visual Effects I: Theory and Production (3 credit hours)
- DIG 5XXXXC Visual Effects for Animation and Live Action I (3 credit hours)

YEAR 2

Fall—9 Credit Hours

- DIG 6XXXXC Editing for Animation and Visual Effects II: Practical Editing (3 credit hours)
- DIG 6XXXXC Animation and Visual Effects Production III (3 credit hours)
- DIG 6XXXXC Directing for Animation and Visual Effects (3 credit hours)

Spring—9 Credit Hours

- DIG 6XXXXC Animation and Visual Effects Production IV (3 credit hours)
- DIG 6XXXXC Visual Effects for Animation and Live Action II (3 credit hours)
- DIG 6XXXXC Music and Media for Animation and Visual Effects (3 credit hours)

YEAR 3

Fall—9 Credit Hours

- DIG 6XXXXC Technical Problem Solving for Animation and Visual Effects (3 credit hours)
- DIG 6971 Thesis (6 credit hours)

Spring—9 Credit Hours

- FIL 6619 Guerilla Marketing and Models of Distribution (3 credit hours)
- DIG 6971 Thesis (6 credit hours)

Equipment Fee

Students in the Emerging Media MFA program pay a \$90 equipment fee each semester that they are enrolled.

Independent Learning

A thesis is required.

Application Requirements

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

Applicants to the MFA program normally must hold an earned bachelor's degree in one the areas below or equivalent and must have exhibited, through portfolio of work or writing that they are currently proficient and successful in the area of Animation.

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 one of the following areas or equivalent:
 - Animation
 - Art
 - Emerging Media
 - Film
 - Theatre
 - Computer Science
 - Graphic Design
 - Illustration
 - Creative Writing
 - Mass Communications
 - Game Design
- Statement of purpose. In your own words, submit a 500-to-700 word statement of why you are interested in the Emerging Media MFA –Animation and Visual Effects track and what your intended focus might be. Tell us a little about yourself and professional goals.
- Three letters of recommendation preferably from people who have a personal knowledge of your abilities and scholarship such as educators/faculty members, employment

supervisors, organizational leaders or industry professionals with whom you have worked.

- Resume: Please submit a one to two page resume documenting your educational credentials, relevant professional and internship experience, academic achievements, honors, exhibits, publications, memberships, and interest including volunteer work.
- Original Animation/VFX Production Concept for a one to five-minute project.
 - A full storyboard
 - A full script treatment for that storyboard
 - Visual Development drawings of characters, setting, and production design reflecting research and technique
- Other Creative Work:
 - A portfolio of ten to twenty pieces of traditional or digital work.
 - For each item submitted, include the title, media, date of completion, and size or length of piece.
 - Some examples of work that could be submitted include:
 - 2D Design: Painting, drawing, photography, mixed media, fashion design, character design, illustrations, graphic designs, game or film visual development artwork.
 - 3D Design: Sculpture, theatrical design, architectural renderings or models, 3D computer models, and installation pieces.
 - Drawing from life: Human and animal drawings, quick sketches, long poses, and perspective drawing.
 - Time Arts work (less than 3 minutes of work): Animation pieces, flip books, and live action reel.
 - Storytelling: Script or fictional narrative writing, sequential art illustration, comic book and graphic novel illustration and writing, book illustrations, and additional storyboards.
- A computer-based score of 230 (or 89 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 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.

Meeting minimum UCF admission criteria does not guarantee admission to the MFA program. 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, the applicant's potential for completing the degree, and the current applicant pool. A strong emphasis is placed on the review of the portfolio of original creative work and the letter of research intent.

Application Deadlines

Animation and Visual Effects	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 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.

Graduate 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: COHPA/ Social Work

Proposed Effective Term/Year: Summer 2017

Unit(s) Housing Program: Social Work

Name of program, track and/or certificate: Social Work Master of Social Work - all tracks

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.**

After a program review, the School of Social Work faculty voted to add a second research class, Program Evaluation in Social Work Practice into the second year of the curriculum. This is consistent with most schools of social work in the United States. To allow for the addition of this class, the faculty voted to remove Policy Analysis and Social Change from our (2nd) year curriculum and add a Foundations of Behavioral Health Policy and Social Work Practice to our 1st year curriculum. This course is also more in line with a Clinical Social Work program. Finally, because of redundancy in the curriculum, the faculty voted to combine our two Human Behavior classes (I & II) into one class call Human Behavior in the Social Environment

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.**

- Delete Human Behavior in the Social Environment I (SOW 5105)- required
- Delete Human Behavior in the Social Environment II (SOW 5106)-required
- Delete Policy Analysis and Social Change (SOW6246)-required
- Add Foundations of Behavioral Health Policy and Social Work Practice- required
- Add Program Evaluation in Social Work Practice-required
- Add Human Behavior in the Social Environment-required

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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

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:

Online Social Work Track Cohorts

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?

Students who have already taken the course required (SOW 6246) in the current track will stay in the existing track. The remainder of the students will take the Evaluation in Social Work Practice Course

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)

Graduate Faculty (Print) SHAWN LAWRENCE (Signature) Shawn A. Lawrence Date 10/13/16
Program Coordinator

Department Chair (Print) Bonnie Yegorov (Signature) Bonnie Yegorov Date 10/13/16
/Director

College Academic (Print) Ross Wolf (Signature) Ross Wolf Date 1/3/17
Standards

College Dean (Print) Michael Frumkin (Signature) Michael Frumkin Date 1/3/17

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

Vice President for Research and Dean of the College of Graduate Studies

(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

Faculty		
Last Name	First Name	Credentials
Anderson	Kim	PhD
Brown	Kevin	PhD
Burg	Mary Ann	PhD
Chapple	Reshawna	PhD
Dillon	Mary	Ed.D, MSW
Dziegielewski	Sophia	PhD, LISW
Ferretti	Christine	LCSW
Gammonley	Denise	PhD, LCSW
Gryglewicz	Kimberley	PhD
Hall	Shelley	MSW
Harris-Jackson	Tameca	PhD, MSW
Kohn	Robin	LCSW
Koszalka	Stephanie	LCSW
Lawrence	Shawn	PhD, LCSW
Leon	Ana	PhD, LCSW
Lumpkin	Tiffany	LCSW
Mann	Mary	LCSW
Mazany	Shellene	LCSW
McGregor	Maxine	LCSW
Molina	Olga	DSW, LCSW
Roche	Iradly	LCSW
Steen	Julie	PhD
Stewart	Chris	PhD
Wharton	Tracy	PhD
Whitworth	James	PhD
Withers	Jacqueline	LCSW
Yegidis	Bonnie	PhD

Shawn Lawrence

From: W. Bryce Hagedorn
Sent: Wednesday, October 19, 2016 12:07 PM
To: Shawn Lawrence
Cc: Glenn Lambie
Subject: RE: new social work classes

Hello Dr. Lawrence,

The Counselor Education program has reviewed the proposed courses being put forward from the School of Social Work and are in support of these changes/additions.

W. Bryce Hagedorn, PhD, LMHC, NCC, MAC, QCS (FL)
Program Director of Counselor Education
University of Central Florida
College of Education & Human Performance, ED 322N
Orlando, FL 32816-1250
Phone: 407-823-2999
Fax: 407-823-3859
Email: Bryce.Hagedorn@ucf.edu

Click [here](#) for info about the Counselor Education Program

Click [here](#) for info about the Community Counseling and Research Center

Shawn Lawrence

From: Bernard Jensen
Sent: Tuesday, October 11, 2016 2:44 PM
To: Shawn Lawrence
Subject: RE: new social work courses

Hi Shawn,

As you anticipated, I see no conflict or overlap with anything in the Clinical Psychology M.A. program.

Best wishes,
Bernie

Bernard J. Jensen, Ph.D.
Director, Clinical Psychology M.A. Program
Department of Psychology
University of Central Florida at Sanford/Lake Mary
100 Weldon Blvd.
Sanford, FL 32773
bernard.jensen@ucf.edu

From: Shawn Lawrence
Sent: Monday, October 10, 2016 11:10 AM
To: Bernard Jensen <Bernard.Jensen@ucf.edu>
Subject: new social work courses

Hi Bernard

The School of Social Work is creating two new classes. I want to make sure that our classes do not overlap with any of yours. The syllabi are attached. I do not foresee any overlap but wanted to be sure.

Thank you!

Shawn

Dr. Shawn A. Lawrence, LCSW
Associate Professor
MSW Program Coordinator
School of Social Work
University of Central Florida
12805 Pegasus Drive
Orlando FL 32816-3358
(407) 823-3112
Shawn.lawrence@ucf.edu

Office: HPA 1-225

Shawn Lawrence

From: Tosha Dupras
Sent: Monday, October 10, 2016 1:16 PM
To: Shawn Lawrence
Subject: RE: new courses in social work

Hi Shawn,

I see no overlap with Anthropology as these courses are specifically designed for Social Work.

Best,

Tosha

*Tosha L. Dupras, Ph.D.
Chair & Professor
Department of Anthropology
University of Central Florida*

From: Shawn Lawrence
Sent: Monday, October 10, 2016 11:40 AM
To: Tosha Dupras <Tosha.Dupras@ucf.edu>
Subject: new courses in social work

Hi Dr. Dupree

The School of Social Work is creating two new classes. I want to make sure that our classes do not overlap with any of yours. The syllabi are attached. I don't foresee any overlap but wanted to be sure.

Thanks!

Shawn

Dr. Shawn A. Lawrence, LCSW
Associate Professor
MSW Program Coordinator
School of Social Work
University of Central Florida
12805 Pegasus Drive
Orlando FL 32816-3358
(407) 823-3112
Shawn.lawrence@ucf.edu

Office: HPA 1-225

Applies to: Orlando Full-time
Orlando Part-time
Online Part-time

CURRICULUM

The 62-hour MSW program is composed of 39 credit hours of required core and advanced clinical specialization courses. In addition, students complete 9 credit hours of electives and 14 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students. Students in the 62-hour program must include at least 31 hours of course work at the 6000 level in their program of study.

Total Credit Hours Required:

62 Credit Hours Minimum beyond the Bachelor's Degree

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. The MSW program at UCF is fully accredited through CSWE.

Prerequisites

Introductory three-credit college-level courses with a grade of "C" or better in the following areas or equivalents are required for admission into the program from the following areas: Biology with human content, English or Communication, Introduction of Psychology, Statistics, Introduction of Sociology, and Cultural Diversity.

Required Courses—39 Credit Hours

Core—21 Credit Hours

The core provides the foundation curriculum for the generalist Social Work practice.

- ~~• SOW 5105 Human Behavior and Social Environment I: Individual (3 credit hours)~~
- ~~• SOW 5106 Human Behavior and Social Environment II: Social Systems (3 credit hours)~~
- ~~• SOW 5XXX Human Behavior and the Social Environment (3 credit hours)~~
- ~~• SOW 5XXX Foundations of Behavioral Health Policy and Social Work Practice (3 credit hours)~~
- SOW 5132 Diverse Client Populations (3 credit hours)
- SOW 5235 Social Welfare Policies and Services (3 credit hours)
- SOW 5305 Social Work Practice I: Generalist Practice (3 credit hours)
- SOW 5306 Social Work Practice II: Intervention Approaches (3 credit hours)
- SOW 5404 Social Work Research (3 credit hours)

Clinical Specialization—18 Credit Hours

- SOW 6123 Psychosocial Pathology (3 credit hours)
- ~~• SOW 6246 Policy Analysis and Social Change (3 credit hours)~~

- SOW 6324 Clinical Practice with Groups (3 credit hours)
- SOW 6348 Clinical Practice with Individuals (3 credit hours)
- SOW 6612 Clinical Practice with Families (3 credit hours)
- SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work (3 credit hours)
- SOW 6XXX Program Evaluation in Social Work Practice (3 credit hours)

Electives—9 Credit Hours

One elective is required as a component of the foundation curriculum and two clinical electives are required as components of the clinical specialization. Students may choose to take clinical electives for all three required MSW electives.

- Practice/Non-clinical Elective (3 credit hours)
- Clinical elective (3 credit hours)
- Clinical elective (3 credit hours)

Approved electives:

- SOW 5149 Military and Veteran Culture with Historical Framework (Practice/Non-clinical)
- SOW 6109 Violence Against Women: A Global Perspective (Clinical)
- SOW 6155 Human Sexuality in Social Work Practice (Clinical)
- SOW 6383 Social Work Administration (Practice/Non-clinical)
- SOW 6603 Clinical Social Work Practice in Health Settings (Clinical)
- SOW 6604 Medications in Social Work Practice (Advanced Clinical)
- SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders (Clinical)
- SOW 6610 Clinical Practice with Military and Veteran Families (Clinical)
- SOW 6635 Social Work Practice in Schools (Clinical)
- SOW 6644 Interventions with Older Adults and Their Families (Clinical)
- SOW 6652 Children Services in Social Work (Clinical)
- SOW 6655 Child Abuse: Treatment and Prevention (Clinical)
- SOW 6670 Clinical Social Work Practice with LGBTQ+ (Advanced Clinical)
- SOW 6712 Clinical Social Work Practice with Substance Addictions (Clinical)
- SOW 6713 Prevention and Treatment of Adolescent Substance Use and Misuse (Clinical)
- SOW 6726 Social Work Practice with Children from Birth to Age Five and Their Families (Clinical)
- SOW 6727 Core Concepts of Child and Adolescent Trauma (Clinical)
- SOW 6735 Documentation Skills for Helping Professionals (Clinical)
- SOW 6756 Forensic Social Work (Clinical)
- SOW 6846 Spirituality in Clinical Social Work Practice (Clinical)
- SOW 6914 Integrative Research Project in Clinical Practice (Non-clinical)

Field Experience—14 Credit Hours

- Generalist Field Education and Seminars (6 credit hours)
- Clinical Field Education and Seminars (8 credit hours)

Applies to: Orlando Full-time Advanced Standing
Orlando Part-time Advanced Standing
Online Part-time Advanced Standing

CURRICULUM

The 32-hour MSW program is composed of 18 credit hours of required core and advanced clinical specialization courses. In addition, students complete 6 credit hours of electives and 8 credit hours of field experience. Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Projects such as research studies, clinical assessments and treatment plans, papers and internships also contribute to the self-development of our students.

Total Credit Hours Required:

32 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—18 Credit Hours

Clinical Specialization—18 Credit Hours

- SOW 6123 Psychosocial Pathology (3 credit hours)
- ~~SOW 6246 Policy Analysis and Social Change (3 credit hours)~~
- SOW 6324 Clinical Practice with Groups (3 credit hours)
- SOW 6348 Clinical Practice with Individuals (3 credit hours)
- SOW 6612 Clinical Practice with Families (3 credit hours)
- SOW 6424 Theories for Evidence-Based Clinical Practice in Social Work (3 credit hours)
- SOW 6XXX Program Evaluation in Social Work Practice (3 credit hours)

Electives—6 Credit Hours

Two clinical electives are required.

- Clinical elective (3 credit hours)
- Clinical elective (3 credit hours)

Approved electives:

- SOW 6109 Violence Against Women: A Global Perspective (Clinical)
- SOW 6155 Human Sexuality in Social Work Practice (Clinical)
- SOW 6383 Social Work Administration (Practice/Non-clinical)
- SOW 6603 Clinical Social Work Practice in Health Settings (Clinical)
- SOW 6604 Medications in Social Work Practice (Advanced Clinical)
- SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders (Clinical)
- SOW 6610 Clinical Practice with Military and Veteran Families (Clinical)
- SOW 6635 Social Work Practice in Schools (Clinical)
- SOW 6644 Interventions with Older Adults and Their Families (Clinical)
- SOW 6652 Children Services in Social Work (Clinical)
- SOW 6655 Child Abuse: Treatment and Prevention (Clinical)
- SOW 6670 Clinical Social Work Practice with LGBTQ+ (Advanced Clinical)
- SOW 6712 Clinical Social Work Practice with Substance Addictions (Clinical)

- SOW 6713 Prevention and Treatment of Adolescent Substance Use and Misuse (Clinical)
- SOW 6726 Social Work Practice with Children from Birth to Age Five and Their Families (Clinical)
- SOW 6727 Core Concepts of Child and Adolescent Trauma (Clinical)
- SOW 6735 Documentation Skills for Helping Professionals (Clinical)
- SOW 6756 Forensic Social Work (Clinical)
- SOW 6846 Spirituality in Clinical Social Work Practice (Clinical)

Field Experience—8 Credit Hours

- Clinical Field Education and Seminars (8 credit hours)

Graduate 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 Health and Public Affairs; Doctor of Physical Therapy Program

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: Health Professions / Doctor of Physical Therapy Program

Name of program, track and/or certificate: Anatomical Sciences Graduate Certificate

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

DELIVERY: Program will be delivered: ☒ Face to Face ☐ UCF Online ☐ Mixed Delivery

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

Will the program be a cost recovery program? ☐ Yes ☒ No

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

The Graduate Certificate in Anatomical Sciences is being proposed by the UCF Doctor of Physical Therapy Program in the Department of Health Professions. The UCF DPT Program has recognized multiple needs for an Anatomical Sciences Graduate Certificate. Nationally, there is a shortage of faculty trained in gross anatomy. Numerous professional healthcare programs all require human anatomy as a part of their core curriculum. This Certificate program will consist of enough requisite credit hours to satisfy regional accreditation standards for faculty qualifications for undergraduate instruction and if taken in association with a graduate degree, may also satisfy those requirements for graduate instruction. Students trained in this certificate will therefore be those who desire to pursue an academic career with distinct expertise in anatomy / human gross anatomy.

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.

Students who have completed the DPT Program are likely to enroll due to having completed two of the courses in their DPT Program. Others will include students desiring admission to medical school or other related graduate programs (DPT, PA, OT). Another population who are likely to apply are those who already possess degrees in these healthcare fields due to desire to transition into academia.

	Year 1	Year 2	Year 3
Headcount	2	4	8
SCHs	44	88	76

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

The students earning this Certificate will meet regional accreditation standards undergraduate teaching at any university or state college. In addition, if coupled with the appropriate graduate degree, the individual will likely qualify for graduate faculty instruction or academic career in any of the anatomical sciences.

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)

Graduate Faculty (Print) Patricia Paterson (Signature) [Signature] Date 1/5/17
Program Coordinator

Department Chair (Print) Kristen Schellhas (Signature) [Signature] Date 1/3/17
/Director

College Academic (Print) Ross Wolf (Signature) [Signature] Date 1/9/17
Standards

College Dean (Print) Michael Frumkin (Signature) [Signature] Date 1/9/17

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President _____ Date _____

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

PROGRAM DESCRIPTION

The graduate certificate in Anatomical Sciences provides students with coursework to become an effective anatomist in higher education for fields related to health and medical sciences. The coursework provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. The amount and level of coursework provides students with the rigorous training to develop distinct expertise in anatomy knowledge, dissection technique, and instruction requisite for careers as an anatomist in health or medical science education.

CURRICULUM

The graduate certificate in Anatomical Sciences requires 22 credit hours of courses..

Total Credit Hours Required:

22 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—22 Credit Hours

- PHT 6115C – Gross Anatomy / Neuroscience I (6 credit hours)
- PHT 6118C – Gross Anatomy / Neuroscience II (6 credit hours)
- PHT 6XXX – Administration of Anatomical Science Laboratory (1 credit)
- PHT 6XXX – Seminar in Anatomical Sciences Techniques (2 credits)
- ZOO 5XXX – Vertebrate Histology (4 credit hours)
- MCB 5XXX – Clinical Embryology and Congenital Malformations (3 credits)

Application Requirements

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. Admission is open to those who have graduated from a graduate level physical therapy, occupational therapy, or other related health or medical science-related discipline. Alternatively, those with a bachelor's degree from a regionally accredited institution and having earned a GPA of at least 3.5 in the pre-requisite coursework below will be considered.

Pre-requisites

- Anatomy or Anatomy & Physiology (8 credits total with labs)
- Physics (8 credits total with labs)
- Biology (6 credits minimum)
- Chemistry (6 credits minimum)

Ranetta Guinn

From: Patrick Pabian
Sent: Tuesday, November 22, 2016 12:24 PM
To: Ranetta Guinn
Cc: Kristen Schellhase
Subject: Anatomical Sciences Certificate
Attachments: Anatomical Sciences Program Description.docx; Course Action Request Form - Administration of Anatomical Sciences.pdf; Course Action Request Form - Seminar in Anatomical Sciences Instruction.pdf; PHTxxxxX - Administration of Anatomical Sciences.docx; PHTxxxxX - Seminar in Anatomical Sciences Instruction.docx; ProgramRecommendationForm - Anatomical Sciences.pdf

Importance: High

Please see attached for the Anatomical Sciences Certificate proposal.

One point of clarification – BSBS has stated that the courses of their being included in this program have been approved by UCF and they are simply waiting on the course numbers from the state.

The faculty on this program will be James Sonne PhD and Gerald Smith, PT, PhD. Both have doctoral degrees in anatomy and are graduate faculty at UCF.

Please let me know if you have questions or concerns.

thanks

Patrick S. Pabian PT, DPT, SCS, OCS, CSCS
Program Director

University of Central Florida
Department of Health Professions
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: [Patrick Pabian](#)
To: [Ranetta Guinn](#)
Subject: FW: Follow-up on proposed MS/Cert program in Anatomy
Date: Monday, November 28, 2016 2:01:32 PM

Email verifying BSBS is in support of the Anatomical Sciences Certificate.

Patrick S. Pabian *PT, DPT, SCS, OCS, CSCS*
Program Director

University of Central Florida
Department of Health Professions
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: Steven Ebert
Sent: Sunday, November 27, 2016 7:40 PM
To: Patrick Pabian
Subject: RE: Follow-up on proposed MS/Cert program in Anatomy

Thanks Patrick,

I heard the meeting went well, and appreciate your follow-up and willingness to work with us.

Hope that you had a nice thanksgiving holiday..!

Kind regards, Steve

Steven N. Ebert, PhD
Graduate Coordinator for Biomedical Sciences PhD and MD/PhD Programs
Associate Professor, Burnett School of Biomedical Sciences
College of Medicine
University of Central Florida
6900 Lake Nona Blvd
Orlando, FL 32827
Tel: 01-407-266-7047
Email: steven.ebert@ucf.edu

Florida has a very broad open records law (F. S. 119). E-mails may be subject to public disclosure.

From: Patrick Pabian
Sent: Wednesday, November 23, 2016 6:37 AM
To: Steven Ebert
Subject: RE: Follow-up on proposed MS/Cert program in Anatomy

Steve,
Just following up.

From: [Patrick Pabian](#)
To: [Ranetta Guinn](#)
Subject: FW: certificate/masters programs
Date: Monday, November 28, 2016 2:02:18 PM
Attachments: [image001.png](#)

Email verification that COM is in support of the Anatomical Sciences Certificate

Patrick S. Pabian PT, DPT, SCS, OCS, CSCS
Program Director

University of Central Florida
Department of Health Professions
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: Richard Peppler
Sent: Wednesday, November 16, 2016 2:24 PM
To: Patrick Pabian; Andrew Payer; Gerald Smith; Juan Cendan; Griffith Parks
Subject: RE: certificate/masters programs

Patrick: Sounds good and pleased to see you are moving forward. Pep

Richard D. Peppler, Ph.D.
Associate Dean for Faculty and Academic Affairs
College of Medicine
University of Central Florida
Health Sciences Campus at Lake Nona
6850 Lake Nona Boulevard
Orlando, FL 32827-7408
407-266-1101 (office)
901-485-5247 (cell)
407-266-1489 (fax)
Pep@ucf.edu

From: Patrick Pabian
Sent: Wednesday, November 16, 2016 12:46 PM
To: Andrew Payer <Andrew.Payer@ucf.edu>; Gerald Smith <Gerald.Smith@ucf.edu>; Juan Cendan <Juan.Cendan@ucf.edu>; Griffith Parks <Griffith.Parks@ucf.edu>; Richard Peppler <Pep@ucf.edu>
Subject: RE: certificate/masters programs

Importance: High

Hi everyone,

I have been meeting with Gerry and discussing the certificate for a few weeks. After some investigation, we found that there are no graduate courses offered in Embryology or Histology at UCF.

In absence of this, we are going to submit course actions to create these courses so that they can be added to the certificate program. The deadline for me to submit the proposal for the certificate and the new courses is next Wednesday. Gerry and James Sonne, our two anatomists, are working on the new course submissions.

The certificate program that we will be submitting will look like the following:

Total Credits: 21

PHT 6115C	Gross Anatomy / Neuroscience I	6 credits
PHT 6118C	Gross Anatomy / Neuroscience II	6 credits
XXXXXXXX	Embryology	3 credits
XXXXXXXX	Histology	3 credits
XXXXXXXX	Teaching Practicum in Anatomical Sciences	2 credits
XXXXXXXX	Laboratory Administration in Anatomical Sciences	1 credit

We think this certificate would be a very useful contribution to a future graduate program partnered between us all if everything goes as planned. This certificate develops the necessary content and blends well with the skills needed to be an effective anatomist. It also surpasses the requirements of regional accrediting bodies for graduate coursework in the field, which for SACSCOC is 18.

Please let me know if you have any questions, comments, or concerns.

Thank you

Patrick S. Pabian PT, DPT, SCS, OCS, CSCS

Program Director

University of Central Florida
Department of Health Professions
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: Andrew Payer

Sent: Monday, October 03, 2016 4:37 PM

To: Patrick Pabian; Gerald Smith; Juan Cendan; Griffith Parks; Richard Peppler

Subject: certificate/masters programs

I have accumulated a number of responses regarding program in anatomy. Is there anyone interested in this information? I will find a way to send it to you

Andy

Andrew F. Payer, Ph.D.

Professor of Anatomy

Director, College of Medicine Willard-Body Program

Univ. Central Florida

College of Medicine

6850 Lake Nona Blvd.

Orlando, FL 32827

Phone – 407-266-1131 office

Phone – 850-294-4217 cell

Fax - 407-266-1199

E-mail – andrew.payer@ucf.edu

Anatomy Laboratory website - <https://med.ucf.edu/about/our-facilities/health-sciences-campus/medical-education-building/anatomy-lab/>



Too old to be young enough
to know everything

Please note: Florida has a very broad open records law (F. S. 119). E-mails may be subject to public disclosure.

The meeting went very well and it was nice to get everyone together face-to-face to establish a greater familiarity. I think there is a lot of synergy that we can all build upon, and everyone felt that this certificate is of a different scope to and will compliment the IMS program. Saleh provided me with the necessary information on two courses that will be offered by BSBS(embryology and histology). We also assured everyone that DPT wants to work with you all on the IMS program and we will do our best to accommodate students. The volume of students we are able to work with is dependent upon that room renovations and fire coding thereafter, which is relatively unpredictable. However, we do anticipate a good increase in capacity and reserve some of those spots for IMS. Dr. Samasam also inquired about visits to the lab with students for prosection visualization, which we commonly do with numerous other programs both from within and external to UCF. Any of your faculty and students are definitely welcome for activities such as this. We take the opportunities to have our students teach others in this capacity.

The nice thing is that with this certificate, there is a good potential for more course offerings if needed as we could be training our own future adjuncts.

the certificate was submitted to COHPA's graduate services yesterday and should be coming through committees in the coming months.

Best,
-Patrick

Patrick S. Pabian PT, DPT, SCS, OCS, CSCS
Program Director

University of Central Florida
Department of Health Profession
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
Patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: Steven Ebert
Sent: Friday, November 18, 2016 6:09 PM
To: Patrick Pabian
Cc: Griffith Parks; Mohtashem Samsam; Saleh Naser; William Self
Subject: Follow-up on proposed MS/Cert program in Anatomy

Hi Patrick & Friends,

It was great to catch up with you a little bit during our phone conversation this afternoon. Thanks for calling me back promptly – really appreciate that!

There were a couple of concerns that we touched upon:

1. Creation of new Embryology and (separately) Histology graduate courses for your certificate.

As we discussed, the UCF graduate curriculum committee approved graduate sections for both of these courses (syllabi attached), which have been up to this point taught only at undergraduate (4000) level. I have attached the syllabi and CARs that were submitted and reviewed. The link to the minutes of the curriculum committee meeting where these were approved is provided here: <http://www.graduatecouncil.ucf.edu/curriculum/minutes.aspx?fid=2086>

They do not appear in the grad catalog yet because they have not been designated 5XXX numbers from the state yet, but these are coming and will be available for next year's catalog. We would welcome your students in these courses and they should be good to go in terms of course numbers and catalog info by next fall. Please review the attached and let us know if these will work for your students in the proposed certificate program.

2. Potential conflict of the proposed new certificate program with our MS programs, especially the IMS (Integrated Medical Sciences) MS track that we had spoken to you about earlier (in that we would like to have some of our students enroll in your summer anatomy course offered through DPT).

As we discussed, however, I do not see any conflict there. In fact, the certificate and IMS programs can complement each other, and we would be happy to work with you to develop these.

I am sorry that I won't be able to make the meeting on Mon (out of town), but wanted to provide this information to help facilitate the discussion and resolution.

If further information is needed, or if we can help in any way, please do not hesitate to ask.

In the meantime, hope that you all have a happy and wonderful thanksgiving!!

Kind regards, Steve

*Steven N. Ebert, PhD
Graduate Coordinator, Biomedical Sciences PhD and MD/PhD Programs
Associate Professor, Burnett School of Biomedical Sciences
Division of Metabolic and Cardiovascular Sciences
University of Central Florida College of Medicine
6900 Lake Nona Blvd
Orlando, FL 32827
Tel: (407) 266-7047
<http://med.ucf.edu/biomed/directory/profile/dr-steven-ebert/>*

Please note: Florida has a very broad open records law (F. S. 119). E-mails may be subject to public disclosure.

From: Patrick Pabian
Sent: Friday, November 18, 2016 2:47 PM
To: Steven Ebert
Subject: FW: Voice Mail from 67047 (59 seconds)

Hi Steve,

I just received this voicemail but I'm in interviews until about 4:15 pm today. Will you be around to talk about that time today?

-Patrick

Patrick S. Pabian PT, DPT, SCS, OCS, CSCS
Program Director

University of Central Florida
Department of Health Professions
Doctor of Physical Therapy Program
12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205
407-823-3457
patrick.pabian@ucf.edu

<https://www.cohpa.ucf.edu/hp/physical-therapy-program/>

From: Microsoft Outlook **On Behalf Of** 67047

Sent: Friday, November 18, 2016 2:01 PM

To: Patrick Pabian

Subject: Voice Mail from 67047 (59 seconds)

Voice Mail Preview:

Hey Patrick this is Stevie recall from our Medical Sciences hey I was way packages catch you for a few minutes I know you have the meeting set up with Greer from for Monday afternoon I think to discuss this this is in regard to your secure Ticketmaster's a program proposal.

Wanted to try just touch base with you about that if you you guys are coming from on this cause there's some concern it's overlapping with some of our courses in and what not so I can be reached at [\(280\) 266-7047](tel:(280)266-7047) and I am in the office but it in and out most the afternoon I can we can also try to maybe get in touch via phone on Monday that's if that's okay -- anyway look forward to talking to you thanks and I'm.

Will catch up soon alright bye bye.

Created by Microsoft Speech Technology. [Learn More...](#)

You received a voice mail from 67047

Caller-Id: [67047](#)



Graduate 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 Health and Public Affairs

Proposed Effective Term/Year: Fall 2017

Unit(s) Housing Program: School of Public Administration

Name of program, track and/or certificate: Graduate Certificate In Public Budgeting and Finance

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

DELIVERY: Program will be delivered: ☐ Face to Face ☐ UCF Online ☒ Mixed Delivery

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

Will the program be a cost recovery program? ☐ Yes ☒ No

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

The Graduate Certificate in Public Budgeting and Finance is for those who desire to work as budget officer, chief financial officer, comptroller, analyst, or similar public finance positions in the public sector. A rapidly growing share of public expenditure is now dedicated to third-party providers through contracted and networked service delivery. Not only has the number of contracts proliferated, but so have scope and complexity as governments now routinely are making payments based on complicated formulas, issuing individual vouchers, and evaluating performance standards in fields as wide ranging as trash collection, utility management, emergency response, convention center and airport operation, health care, and human services. A survey of UCF School of Public Administration graduate students conducted in September 2016 reinforces the need and demand for a graduate certificate program in public budgeting and finance.

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?

The addition of this program will not impact any 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.

Individuals who desire to work in governmental agencies, in jobs that require budgeting and finance skills, as well as students in the Master of public Administration. No certification depends upon this certificate.

	Year 1	Year 2	Year 3
Headcount	10	20	25
SCHs			

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

Budget officer, Chief financial officer, Comptroller, Financial Analyst, Taxation Consultant and many others.

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	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Dr. David Mitchell (Signature)  Date 11/8/2016
Program Coordinator

Department Chair (Print) Dr. Naim Kapucu (Signature)  Date 11/8/2016
/Director

College Academic (Print) Ross Wolf (Signature)  Date 1/3/17
Standards

College Dean (Print) Michael Frumkin (Signature)  Date 1/3/17

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President _____ Date _____

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

GRADUATE CERTIFICATE IN PUBLIC BUDGETING AND FINANCE

Description

The Graduate Certificate in Public Budgeting and Finance proposal is designed to meet a growing need in our governments to understand and apply varied and complex budgeting and financial practices. The program is primarily aimed at students who wish to specialize in budgeting and finance careers in the public sector. In addition, the certificate curricula is designed to prepare students to receive the Certified Government Finance Officer designation from the Florida Government Finance Officers Association. The certificate program has received the full support of the faculty of the School of Public Administration on Wednesday, November 2, 2016. The proposed graduate certificate was also discussed at the Public Administration Advisory Board on Wednesday September, 28, 2016. The professional public administrators (county and city managers) enthusiastically supported the program.

Curriculum

The School of Public Administration offers a Graduate Certificate in Public Budgeting and Finance, which consists of 18 semester hours at the graduate level, including four required core courses and two electives. This certificate will prepare graduate students for budgeting and financial careers in government.

Required Courses (12 credit hours)

- PAD 6207 Public Financial Management (3 credit hours)
- PAD 6227 Public Budgeting (3 credit hours)
- PAD 6XXX Economic Principles for Public Policy and Management (3 credit hours)*
- PAD 6XXX Revenue Policy and Administration (3 credit hours)*

Electives Options (6 credit hours)

Choose two courses from the following list:

- PAD 5356 Managing Community and Economic Development (3 credit hours)
- PAD 5850 Grant and Contract Management (3 credit hours)
- PAD 5855 Introduction to Public Procurement (3 credit hours)
- PAD 6208 Nonprofit Financial Management (3 credit hours)
- PAD 6254 Economics of Land Use Planning and Development (3 credit hours)
- PAD 6XXX Fundamentals of Public Sector Accounting (3 credit hours)*
- PAD 6XXX Public Capital and Debt (3 credit hours)*

* Indicates a new course development

Application Requirements

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

All applicants to this certificate program will be required to submit:

- An official transcript in a sealed envelope from each college/university attended, showing a GPA of 2.5 or better on a 4.0 scale.
- A current, professional résumé.
- Statement of Goals: This is a key component of the admission review process and serves as an example of the applicant's ability to express him or herself in writing. The goal statement must be no longer than two pages and should address the following:
 - What is your reason for pursuing graduate study in Public Budgeting and Finance, including your future goals and plans?
 - What specific areas of Public Budgeting and Finance interest you?
 - Any work experience
- Applicants 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.

Materials received after the established deadline may not be considered. Admission to this certificate is competitive; applicants meeting the minimum application requirements are not guaranteed admission to the program.

Application Deadlines

Public Budgeting and Finance Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jun 15	Nov 1	-
International Applicants	-	-	-	-
International Transfer Applicants	-	-	-	-

The U.S. Department of Education requires colleges to disclose a variety of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation". The information provided in the link below is the best that is available to us. This information represents one year's data only, however, we hope that this information is helpful to current and prospective students, as you make your career and educational choices.

Contact Person:
Nasrin Lakhani
Nasrin@ucf.edu
(407)823 0912

LISTING OF AFFILIATED FACULTY

K. Tom Liou, Ph.D.

Public Policy, Economic Development

Professor

kuotsai.liou@ucf.edu

Jeremy Hall, Ph.D.

Performance Evaluation, Contracting

Professor

jeremy.hall@ucf.edu

Lawrence Martin, Ph.D.

Public Private Partnerships, Local Governance

Professor

Lawrence.Martin@ucf.edu

Christopher Hawkins, Ph.D.

Economic Development, Urban and Regional Planning

Associate Professor

christopher.hawkins@ucf.edu

Wendell Lawther, Ph.D.

Public Procurement, Human Resources

Associate Professor

wendell.lawther@ucf.edu

David Mitchell, Ph.D.

Public Budgeting, Strategic Planning and Management

Assistant Professor

david.mitchell@ucf.edu

Sarah Larson, Ph.D.

Public Finance, Public Policy, Statistical Methods

Assistant Professor

sarah.larson@ucf.edu

Suzette Myser, Ph.D.

Nonprofit Financial Management and Resource Development

Assistant Professor

suzette.myser@ucf.edu

David Mitchell

From: Jeffrey Reinking
Sent: Monday, November 14, 2016 8:04 AM
To: David Mitchell
Subject: RE: Graduate Certificate

Hi David:

That's sounds like the best solution. Accounting/COB will not have an issue with the School of Public Administration creating the course FUNDAMENTALS OF PUBLIC SECTOR ACCOUNTING as an elective for the proposed graduate certificate program in public budgeting and finance.

We wish you the best in your program!

Jeff

From: David Mitchell
Sent: Thursday, November 10, 2016 12:44 AM
To: Jeffrey Reinking <Jeffrey.Reinking@ucf.edu>
Subject: RE: Graduate Certificate

Good morning,

After speaking with my school director, we would like to pursue the creation of our own graduate accounting course, listed as follows:

FUNDAMENTALS OF PUBLIC SECTOR ACCOUNTING

An introduction to the fundamentals of accounting and financial reporting in the public sector. Intended only for students without previous accounting courses. Primary emphasis is on municipal entity fund accounting; including the development and use of financial statements, transaction evaluation, financial briefings, and accounting rules and procedures.

Please let me know if Accounting/COB has any objections to the creation of this course in the School of Public Administration and the listing of it as an elective for the proposed graduate certificate program in public budgeting and finance. If not, we will move forward with the course creation and alter our certificate proposal to remove ACG 6519 as an elective and add this new course. Thanks again for your time and consideration.

David

-----Original Message-----

From: Jeffrey Reinking
Sent: Tuesday, November 08, 2016 2:25 PM
To: David Mitchell <David.Mitchell@ucf.edu>
Subject: Graduate Certificate

Hi David:



Graduate 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 Health and Public Affairs

Proposed Effective Term/Year: Summer 2019

Unit(s) Housing Program: Department of Health Professions

Name of program, track and/or certificate: Master of Athletic Training (MAT)

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

DELIVERY: Program will be delivered: ☒ Face to Face ☐ UCF Online ☐ Mixed Delivery

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

Will the program be a cost recovery program? ☐ Yes ☒ No

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

Due to a mandate from the Commission on Accreditation of Athletic Training Education (CAATE), all professional athletic training degrees must be delivered at the master's level. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022. The University of Central Florida currently offers a Bachelor of Science in Athletic Training that requires students complete 62 credits in the "professional phase" of the program. The Athletic Training Program faculty aim to use this mandate as an opportunity to create a new and challenging Master of Athletic Training (MAT) degree that includes a curriculum that will prepare students to play an integral role as healthcare providers in a rapidly evolving healthcare system.

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.

It is anticipated that the MAT degree program will attract the same or a greater number of applicants as the current BS in AT program. The Health Sciences Pre-Clinical program, the second largest undergraduate major on UCF main campus (>3,0500 students who all desire a health-related career) will serve as a natural feeder program. Graduation from a CAATE accredited AT program is required to sit for the Board of Certification examination and obtain a license.

	Year 1	Year 2	Year 3
Headcount	20	44	52
SCHs	20.6	44.6	52.9

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

Graduates of the MAT degree program will meet all the requirements set forth by CAATE and will be eligible to sit for the Board of Certification (BOC) examination. Once certified, ATs can work in a variety of settings. The 2015 Bureau of Labor Statistics predicts 21% growth (much faster than average) for 2014-2024 (Bureau of Labor, 2015).

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	0		0	0	
Year 2	0		0	0	
Year 3	0		0	0	

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Kristen Schellhase (Signature) [Signature] Date 10/25/16
Program Coordinator

Department Chair (Print) Kristen Schellhase (Signature) [Signature] Date 10/25/16
/Director

College Academic (Print) Ross Wolf (Signature) [Signature] Date 1/9/17
Standards

College Dean (Print) Michael Frumkin (Signature) [Signature] Date 1/9/17

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President _____ Date _____

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

College: Health and Public Affairs

Department: Health Professions

Degree: Master of Athletic Training (MAT)

Program Website: <https://www.cohpa.ucf.edu/hp/athletic-training-program/> (Current BS Program)

Program Description

The Athletic Training Program is designed to enable students to demonstrate, in the classroom and during clinical experiences, that they have achieved levels of comprehension, competency and proficiency expected of entry-level athletic trainers. UCF is committed to the idea that professional education requires sound academic preparation that is enriched by clinical experiences.

The program's classroom component is divided into several components: foundational courses, athletic training theory and practice, and clinical experiences. The courses are designed to expose students to information through multiple didactic, laboratory and clinical experiences. These courses incorporate the content required to establish the foundational behaviors of professional practice and the content set forth by the 5th Edition of the Athletic Training Educational Competencies.

All students are required to complete the curriculum in the established sequence of courses.

Program faculty believe in providing students with enriching educational experiences that foster personal growth, communication skills, critical thinking skills and professional ethics. By combining excellence in teaching, the latest technologies available in education and outstanding clinical site affiliations, graduates of the program are fully prepared to take and pass the comprehensive Board of Certification (BOC) exam and start their careers as athletic trainers.

UCF's Athletic Training Program was established in 1998 as a baccalaureate program in the Department of Health Professions. Accreditation was officially granted in 2002. The program continues to maintain full accreditation through the Commission on Accreditation of Athletic Training Education (CAATE) and will file a substantive change to move the accreditation to the graduate level in 2019.

Mission

The mission of the AT Program is to prepare students to contribute to the health and welfare of the community as competent and proficient athletic trainers. The AT Program faculty and clinical preceptors will provide students a high-quality comprehensive education in the foundational behaviors of professional practice, the 8 competency content areas, and the clinical integration proficiencies set forth by the 5th Edition of the Athletic Training Education Competencies. These include evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. The Program faculty believes in providing students with enriching educational experiences which foster personal growth and leadership, communication skills, critical thinking skills, and professional ethics.

Curriculum

The MAT degree program is a two year full-time professional master's program requiring 65 credit hours beyond the bachelor's degree. The courses are taken in a prescribed sequence over 6 semesters,

including 18 credit hours of clinical practice. Clinical practice occurs under the direct supervision of a certified and licensed athletic trainer. **Total credit hours required: 65**

Admissions Standards

- Graduation with a Bachelor of Science degree from a regionally accredited college/university
- 50 hours of observation of an AT (BOC certified) in a high school, collegiate, and/or professional sports setting
- Minimum of a 3.0 overall GPA in undergraduate coursework. If overall GPA is not greater than 3.4, GRE scores above 50% percentile are required
- Ability to meet the Technical Standards for admission with or without reasonable accommodation (see current Technical Standards below)
- Completion (or enrolled in a maximum of two pre-requisites at the time of application) of prerequisite coursework outlined below with a minimum grade of "C" (2.0). Candidates with all prerequisites completed at time of application may be given preference over those still completing courses. Courses older than seven years will not be accepted. Online courses are not accepted for the 4 credit science courses with labs.
- Three (3) letters of recommendation, including one from an athletic trainer.
- Complete a personal statement/essay about professional goals and the discipline of athletic training
- Interview (on-campus)

Course	Required	Not Acceptable
General Bio/Biology I	4 credits (incl. lab)	For non-science majors; non-human biology
Human Anatomy*	4 credits (incl. lab)	
Human Physiology*	4 credits (incl. lab)	
Gen Chm/Chemistry I	4 credits (incl. lab)	For non-science majors; survey courses; CHM 1032
Physics I	4 credits (incl. lab)	Conceptual/survey courses
Statistics	3 credits	
Human Nutrition /Clinical Nutrition	3 credits	For non-science majors; physical education courses
General Psychology	3 credits	
Exercise Physiology	3 credits	For non-science majors; physical education courses
Biomechanics/Kinesiology	3 credits	For non-science majors; physical education courses

*A&P I (4 credits w/lab) + A&P II (4 credits w/lab) are considered equivalent to Human Anatomy (4 credits w/lab) + Human Physiology (4 credits w/lab)

Technical Standards

The Americans with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to people with disabilities. The ADA “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs”. However, there are essential requirements needed in order for a person to meet the standard of care for the athletic training profession and meet licensing/certification requirements. The Supreme Court has stated that physical qualifications could lawfully be considered as ‘technical standards(s) for admission’.

The institution/program may not exclude an ‘otherwise qualified’ applicant due to a disability if the institution/program can reasonably modify the program or facilities to accommodate the student with the disability. The institution/program is not required to ‘fundamentally alter’ the program nor create an ‘undue burden’ on itself.

The Athletic Training Program degree at The University of Central Florida is a rigorous and intense program that places specific requirements and demands on students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the physical, cognitive, and attitudinal abilities considered necessary for an entry level athletic trainer. Further, the technical standards attempt to reflect the necessary skills and abilities needed to meet the expectations of the Program’s accrediting agency (Commission on Accreditation of Athletic Training Education, or CAATE) and the Board of Certification (BOC®) Practice Analysis.

The following abilities and expectations must be met by all students admitted to and matriculating through the UCF Athletic Training Program:

- Students must possess the mental capacity (without assistance from an intermediary) to integrate, synthesize, analyze, and problem solve in order to effectively examine and treat patients with injuries and illnesses. Students must be able to perform the above quickly in an emergency situation and in a timely manner otherwise.
- Students must possess sufficient cognitive, postural and neuromuscular control, sensory function, ambulation, and coordination to perform appropriate patient examinations and interventions using accepted techniques, as well as accurately, safely, and efficiently use equipment and materials for such purposes. Students must be able to perform the above quickly in an emergency situation and in a timely manner otherwise.
- Students must annually pass examinations by external entities such as CPR for the Professional Rescuer (or similar certification) and OSHA Bloodborne Pathogens Training.
- Students must possess the ability to communicate (orally and in writing) effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate/document judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice. Students must be able to perform the above quickly in an emergency situation and in a timely manner otherwise.

- Students must be able to document appropriate vaccinations applicable to healthcare professionals and maintain appropriate personal hygiene conducive to the classroom and clinical setting.
- Students must have the capacity to maintain composure, exercise good judgment, and perform within the standard of care for a student of the same educational level during periods of high stress.

Applicants to the Master of Athletic Training degree will be required to verify that they understand and meet the above technical standards or that they believe that, with certain accommodations, they can meet these standards.

The Athletic Training Program degree supports the Equal Opportunity and Affirmative Action Programs of the University of Central Florida in the student selection process. All students will be evaluated first with regard to their academic and program qualifications and all students will be evaluated using the same scoring system. To promote fairness and equality, the program seeks to identify a suitable candidate before discussing anyone's disability status. Once a determination is made that a candidate is 'otherwise qualified', discussions will begin regarding whether the Athletic Training Program can make reasonable accommodations to a student who has identified that they require accommodations.

The University of Central Florida's Student Disability Services will evaluate a student who states he/she could meet the Program's technical standards with accommodation(s) and confirm that the stated condition qualifies as a disability under applicable laws. A review of the following will occur: whether the accommodation(s) requested is reasonable; whether accommodation would jeopardize clinician-patient safety; and whether the accommodation will jeopardize the educational process of the student (including all coursework, clinical experiences, and internships deemed essential to graduation).

Compliance with the Program's technical standards does not guarantee a student's eligibility for the BOC® certification exam. Students with a concern, should contact the BOC® for the specific technical standards needed to take the certification examination (bocatc.org).

Required Courses – Year 1

SEMESTER	Course Name	Credits	Contact Hours	Course Description
Summer 1 / Semester 1	ATR 5XXX	9		
A	Foundational Behaviors of Athletic Training Practice I	1	1(1,0)	The roles responsibilities of an athletic trainer in the evolving healthcare system; including professionalism, information fluency, and healthcare ethics, laws and regulations. With IPE content.
B	Prevention of Injury and Illness in Athletic Training Practice	2	2(1,1)	The physiological, psychological, and sociological aspects of health and wellness and the prevention of injury and illness. The course includes physical fitness, nutrition/hydration, flexibility and prophylactic taping/bracing.
C	Functional Human Anatomy	3	3(2,1)	Anatomical knowledge and clinical skills essential to the practice of athletic training. The clinical skills stressed in this course are knowledge of functional anatomy, manual muscle testing, goniometry, posture & gait analysis.
C	Acute Care in Athletic Training Practice I	3	3(2,1)	Emergency preparedness and the evaluation and management of acute conditions and brain injuries. With IPE content.
Fall 1 / Semester 2	ATR 5XXX	12		
A	Musculoskeletal Evaluation & Diagnosis I	3	3(2,2)	A regional study of evaluation, diagnosis, and immediate treatment of head, neck, and spine injuries (including brain injuries). Laboratory experiences will focus on anatomical dissection and performance of evaluations. With cultural competence content.
A	Athletic Training Research I	1	1(1,0)	Evidence based practice as well as research methods, ethics and regulations in an effort to identify a meaningful question and concept for a capstone project.
A	Foundational Behaviors of Athletic Training Practice II	1	1(1,0)	The roles responsibilities of an athletic trainer in the evolving healthcare system; including patient-centered care, collaborative care, and the influence of culture and other social determinants of health on healthcare. With IPE content.

B	General Medical Conditions I	2	2(1,1)	Clinical skills essential to the practice of athletic training. Clinical skills stressed in this course include the evaluation, recognition, treatment, and referral of general medical conditions/illnesses. With cultural competence content.
B	Therapeutic Interventions I	3	3(2,2)	Therapeutic interventions for head, neck, and spine musculoskeletal dysfunction (including brain injury). With cultural competence content.
C	Practicum in Athletic Training I	2	2(0,10)	Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor.
Spring 1 / Semester 3	ATR 6XXX	12		
A	General Medical Conditions II	2	2(1,1)	Clinical skills essential to the practice of athletic training. Clinical skills stressed in this course include the evaluation, recognition, treatment, and referral of general medical conditions/illnesses. With cultural competence content.
A	Musculoskeletal Evaluation & Diagnosis II	3	3(2,2)	A regional study of evaluation, diagnosis, and immediate treatment of lower extremity injuries. Laboratory experiences will focus on anatomical dissection and performance of evaluations. With cultural competence content.
B	Therapeutic Interventions II	3	3(2,2)	Therapeutic interventions for lower extremity musculoskeletal dysfunction. With cultural competence content.
B	Healthcare Administration in Athletic Training Practice I	2	2(2,0)	Policy, law, ethics, informatics and information management are explored with regard to the practice of athletic training.
C	Practicum in Athletic Training II	2	2(0,10)	Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor.

Comprehensive Examination

Passing a comprehensive examination with a grade of 80% or better is a requirement for continued progress in the Master of Athletic Training degree. This examination will be given to every student at the end of the third semester (mid-point). Students will be allowed to re-take the examination for a total of three (3) attempts. Failure to pass the examination after 3 attempts will result in a meeting with the Progression & Retention Committee, where further action will be determined.

Required Courses – Year 2

Summer 2 / Semester 4	ATR 6XXX	8		
A	Musculoskeletal Evaluation & Diagnosis III	3	3(2,2)	A regional study of evaluation, diagnosis, and immediate treatment of upper extremity injuries. Laboratory experiences will focus on anatomical dissection and performance of evaluations. With cultural competence content.
B	Therapeutic Interventions III	3	3(2,2)	Therapeutic interventions for upper extremity musculoskeletal dysfunction. With cultural competence content.
C	Athletic Training Research II	1	1(1,1)	Capstone groups will meet regularly, under the guidance of a capstone advisor, in order to submit a proposal for a project to be completed in the final course of the research series.
C	Practicum in Athletic Training III	1	1(0,2)	Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor.
Fall 2 / Semester 5	ATR 6XXX	12		
C	Therapeutic Interventions IV (Online)	3	3(2,2)	Psychological aspects of rehabilitation and performance are explored. Rehabilitation protocols and evidence-based practices are employed in the context of actual patient care. With cultural competence content.
C	Practicum in Athletic Training IV	9	9(0,30)	Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor.
Spring 2 / Semester 6	ATR 6XXX	12		
A	Healthcare Administration in Athletic Training Practice II	2	2(2,0)	Reimbursement, organizational administration/planning, risk mitigation/management, and emergency preparedness are explored with regard to the practice of athletic training.
A	Athletic Training Seminar (Mixed Mode)	1	1(1,0)	Prepare for the BOC® examination, review the Standards of Professional Practice, NATA Code of Ethics, and professional development requirements for the entry-level athletic trainer.

A	Acute Care in Athletic Training Practice II	1	1(0,1)	Review, update and practice emergency preparedness and the evaluation and management of acute conditions. This course will be primarily scenario/lab based. With IPE content.
C	Athletic Training Research III	4	4(1,3)	This course requires the student to complete a group capstone project, and disseminate the information as a scholarly product (oral or poster presentation).
C	Practicum in Athletic Training V	4	4(0,20)	Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor.

Equipment Fee

Students enrolled in the Master of Athletic Training degree pay a **\$XX equipment fee** each semester they are enrolled.

Additional Program Costs

Current expenses for tuition fees, parking, health fee, and Material & Supplies fees for various ATR courses are listed in the UCF Graduate Catalog. The MAT degree requires students to pay additional fees for the following: nametags, CPR/First Aid/AED certification, appropriate clinical attire, and background checks/fingerprinting.

Independent Learning

All students in the Athletic Training Program are required to engage in independent learning, a process in which individuals take the initiative, with or without help of others to attain knowledge, skills, and professional behaviors. Activities such as case studies, critical analysis of literature, research/capstone projects, and clinical practica provide important independent learning experiences that give students ample opportunity to demonstrate and develop independent learning skills.

Application Requirements

The Master of Athletic Training degree at UCF participates in the Athletic Training Centralized Application Service, known as ATCAS. Prospective students applying to the program must apply online using the ATCAS application. To learn more about the ATCAS application process, visit <http://caate.net/apply-now/>.

All application materials **MUST** be sent directly to ATCAS. Materials sent to the university or program and not to ATCAS will not be accepted. The following application materials must be received by ATCAS no later than February 1 if they desire to begin the following summer:

- Completed ATCAS application including all documents required by ATCAS.
- One official transcript from each college/university attended.
 - The transcripts must demonstrate a minimum of a 3.0 overall GPA in undergraduate coursework and completion (or enrolled in a maximum of two pre-requisites at the time of application) of prerequisite coursework with a minimum grade of "C" (2.0).

- The bachelor's degree may be in any discipline from a regionally accredited institution and may be in progress at time of application. However, the degree must be awarded prior to the program's start date in the Summer C semester (mid-May).
- Applicants who have attended a college/university outside the United States must also provide a course-by-course credential evaluation with GPA calculation.
- Official GRE scores taken within last five years (if applicant does not possess a 3.5 overall GPA)
- Proof of 50 hours of observation of an AT (BOC certified) in a high school, collegiate, and/or professional sports setting
- Completed technical standards document
- Three (3) letters of recommendation with ATCAS recommendation forms, including one from an athletic trainer
- Complete a personal statement/essay about professional goals and the discipline of athletic training
- UCF Graduate Application (supplemental) must be submitted in addition to ATCAS application. Deadline to submit the supplemental application is XXX

Incomplete applications will NOT be reviewed.

An on-campus interview, by invitation only, may be required after the initial application review process is complete.

Applicants not meeting these minimum requirements will not be considered for admission. Admission to the program is competitive. Meeting minimum requirements does not guarantee an applicant an interview or admission to the program.

ATCAS will begin accepting applications in XXXX, however the program will not begin reviewing applications until February 1.

Admissions decisions will be made only once per academic year. Incoming students must begin the program in the summer C semester (mid-May).

Application Deadlines

Applications are only accepted for Summer C admission. The application for this program can be found at <http://caate.net/apply-now/>.

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.

Graduate Equipment Fee Request Form

Forward to your college office

This form is to be used for requests to add, change, or delete equipment fee requests for a program. All requests for the next catalog must be submitted by November 2 for the November agenda deadline of the Graduate Council Curriculum Committee.

Request routing: 1) Department Chair to College Dean's Office; 2) Dean's Office; 3) Graduate Council Curriculum Committee; 4) A list of approved requests will be forwarded to the provost for final approval. 5) University Board of Trustees — information only.

Under the rules of the Board of Trustees for the University of Central Florida, equipment fees may be assessed for the purchase, maintenance, and repair of equipment used by students in that graduate program. Fees take effect in the fall semester of each year. Departments must maintain detailed accounting of all expenditures and report them to the Dean of the College of Graduate Studies on July 1 of each year. Equipment Fee maximum per semester: \$90.00 Full-time; \$45.00 Part-time.

Use one form for each program request:

Date Submitted: October 26, 2016 College: COHPA

Department: Health Professions Submitted by: Kristen Scheilhase

Degree program: Master of Athletic Training (Proposed for 2019)

Equipment Fees:

Graduate student enrollment per semester: 56 (2 cohorts of 28) Full-time 56 Part-time 0

Fee amount per semester: \$42.77 per student fee per semester Full-time 42.77 Part-time n/a

Provide detailed Justification for the Request:

Include how the request will impact student learning outcomes. If appropriate, include a list of the courses served.
(Use additional sheet if necessary)

The AT laboratory requires specialized tables and chairs that allow students to use them for patient care practice as well as for traditional classroom activities. The tables are plinth tables with hard tops and detachable soft-cushion tops that snap on and off.

Acute care equipment consistently requires updating to newer models and gets abused by laboratory activities that are fast-paced.

Provide information to detail the equipment to be replaced/maintained by the fee, its life span, and its cost. Include details on how the equipment costs are computed, where the equipment is located, and how the equipment is used by students.
(Use additional sheet if necessary)

Equipment/Maintenance	Cost	Lifetime
Plinth Treatment Tables (\$400 ea x 28 needed)	\$7,200	10 yrs
Soft Tough Desk Height Chairs with Casters (\$278 ea x 28 needed)	\$7,784	5 yrs
Electrical Stimulation/Ultrasound Combination Unit (\$6,000 ea x 4 needed)	\$24,000	8 yrs
3D Printed Anatomical Models (in place of cadaver dissection) (@\$2,000 ea x 4 needed)	\$8,000	10 yrs
Datatherm II (thermometer) (\$201.00 ea x 4 needed)	\$804	5 yrs
Airway Larry (CPR and airway model) (\$992.98 x 2 needed)	\$1,986	6 yrs
PowerHeart AED Trainer (\$425.60 x 2 needed)	\$851	10 yrs
Helmets for spinal injury practice (\$200 ea x 4 needed)	\$800	6 yrs

Continued on next page...

Continued...

	Cost	Lifetime
Plinth Treatment Tables (\$400 ea x 28 needed)		
Soft Tough Desk Height Chairs with Casters (\$278 ea x 28 needed)		
Electrical Stimulation/Ultrasound Combination Unit (\$6,000 ea x 4 needed)		
3D Printed Anatomical Models (In place of cadaver dissection) (@\$2,000 ea x 4 needed)		
Datatherm II (thermometer) (\$201.00 ea x 4 needed)		
Alway Larry (CPR and airway model) (\$992.98 x 2 needed)		
PowerHeart AED Trainer (\$425.60 x 2 needed)		
Helmets for spinal injury practice (\$200 ea x 4 needed)		
Helmets for spinal injury practice (\$200 ea x 4 needed)		
Total Equipment Cost:	\$51,425	
Total Maintenance Cost:	\$400	
Total of all Costs:	\$51,825	

Any special conditions or exemptions must be identified:

Electrical/ultrasound combo units require calibration yearly - cost is roughly \$400 per year.

Total equipment cost is \$51,825; total yearly cost is \$7185/yr; \$7,185/3 semesters each year in program = \$2395 cost per semester; \$2395/56 students = \$42.77 per student fee per semester

Payment DetailsAccount Number to Deposit Fees: 18860804

Item Type: _____

Contact Person: Michele LockePhone Number: 407-823-0210**RECOMMENDED APPROVAL (all approval levels must be signed)**Department Chair / Director (Print) Scherlase (Signature) [Signature] Date 10/26/10

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

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

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

Vice President for Research and Dean of the College of Graduate Studies

(Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Clare Middlekauff

From: Kristen Schellhase
Sent: Thursday, November 17, 2016 8:59 AM
To: Clare Middlekauff
Subject: FW: MAT in Athletic Training and New Courses

Correspondence from COM re the MAT degree and the two General Medical Conditions courses.

Thanks!

KCS

From: Richard Peppler
Sent: Tuesday, November 08, 2016 8:03 AM
To: Kristen Schellhase
Subject: RE: MAT in Athletic Training and New Courses

Good to go.

Comments: With this explanation, seems good to me now.

Agree. More clarity was needed but only 25 words allowed makes that hard. Scope of practice is determined by their own accreditation.

Let me know if you need any other info. Many thanks for clarification for the faculty. Pep

Richard D. Peppler, Ph.D.

Associate Dean for Faculty and Academic Affairs

College of Medicine

University of Central Florida

Health Sciences Campus at Lake Nona

6850 Lake Nona Boulevard

Orlando, FL 32827-7408

407-266-1101 (office)

901-485-5247 (cell)

407-266-1489 (fax)

Pep@ucf.edu

From: Kristen Schellhase
Sent: Monday, November 07, 2016 4:28 PM
To: Richard Peppler <Pep@ucf.edu>
Subject: RE: MAT in Athletic Training and New Courses

Hello Pep!

I am happy to clarify....

Athletic Training is a healthcare provider recognized by the AMA and has a credentialing body and well defined scope of practice already. Our domains of practice are:

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis

- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

To address the concerns of Faculty One about the use of the word “Treating”.

- 1) ATs are as allowed to “treat” as are any other healthcare provider. Examples of treating a GM condition include; distribution of over-the-counter medication for a cold, giving aspirin to a referee with suspected heart attack (and immediate referral), providing Tinactin for athlete’s foot, providing oxygen for an athlete in sickle cell crisis (and immediate referral), hydrating a dehydrated dancer, providing acetaminophen for a headache, treatment for shock, providing an epipen for an athlete with anaphylaxis or Benadryl for an athlete with contact dermatitis....the list goes on and on. There are many ways ATs treat for GM conditions. None of the examples above represent a change in practice and we are already teaching these at the bachelors level. To answer the specific concern, yes we address those common conditions seen in athletics and the treatment for those conditions only. It is not a broad based course of every GM concern out there – but those specific to athletic populations and we are already teaching them now at the bachelors level. ATs are also trained to understand pharmacology concepts for prescription medications as many of our patient populations are on them – we are not trained to prescribe, but must have an understanding.
- 2) Our program has a Medical Director (Dr. Meuser in SHC) who oversees us now (at BS level) and will continue to do so (at MAT level). He has been overseeing the program while we have taught all of the above and will continue as we transition.

To address the concerns of Faculty Two

- 1) Clinical skills essential to practice include stethoscope, sphygmomanometer, pulse oximetry, dermoatomes/myotomes etc – anything that we would need to assess the GM condition. The course description is only allowed to be 25 words – I cannot include a list in the description.
- 2) See explanation about “treatment” above.
- 3) Regarding cultural competence....the entire program will be designed to use culturally diverse examples, scenarios, cases, skin color on models, how culture influences healthcare etc. It should not be viewed as an “add on” but an integrated part of the entire curriculum.
- 4) That reference on page 17 already indicates that conversations are needed, but it refers to potential ways that multiple healthcare professional degree programs could collaborate in areas of healthcare ethics, research foundations, IPE activities, etc. It should not be interpreted as something that would prevent the MAT degree from going forward if COM did not wish to join us in those endeavors.

I am unclear as to why there would be a concern of any impact on other programs clinical placements – AT students are placed with ATs as preceptors. On rare occasions, another healthcare provider could supervise an activity (like an AT student observing a surgery or an AT student following someone in a family practice for a few hours), but the vast majority (>90%) of AT clinical hours are spent with an AT. In addition, we already have 56 BS students and expect 56 MAT students – we already have clinical sites organized and available. There is no reason to believe that sites will be taken from any other organization or that COM faculty are needed in this curriculum.

To increase clarity, here is the link to the book we use..... https://www.amazon.com/General-Medical-Conditions-Athlete-2e/dp/032305921X#reader_032305921X . It should provide some information as to what is already taught in AT programs (what topics and to what degree).

Thanks for the opportunity to explain. Please let me know if this does not satisfy your faculty. I can revise the syllabi objectives further if your group desires, but keep in mind the course description is limited to 25 words and the objectives do not go to committee in the agenda and are able to be amended at anytime after approval (so I can make changes now if desired, but I have already indicated they will change again when the AT standards are finalized). To increase clarity, here is the link to the book we use..... https://www.amazon.com/General-Medical-Conditions-Athlete-2e/dp/032305921X#reader_032305921X . It should provide some information as to what is already taught in AT programs (what topics and to what degree).

From: Richard Peppler
Sent: Monday, November 07, 2016 2:28 PM
To: Kristen Schellhase
Cc: Richard Peppler
Subject: MAT in Athletic Training and New Courses

Kristen: I circulated this to several physicians. There is some concern with the descriptions as follows:

Faculty One: I love the idea of offering this Master's program. I am a bit nervous about the part of "treating" in the course of general medical conditions. I am wondering if this implies that they will be able to treat some conditions, if so then they need to be described and focused on pertinent conditions. If this implies only general knowledge, then it should be ok.

Faculty Two: Couple of concerns:

1. "Clinical skills essential to practice of athletic training" and "general medical conditions" are pretty board terms.
2. Without clearly identifying item 1 above it is hard to support the "treatment" of these as part of the course work.
3. Also, the add on of "cultural competence" seems like an add-on.
4. There's also a reference on page 17 to "shared foundational courses" – something that will need to be addressed if there's an interest in collaborating with COM.

I believe the scope of practice needs to be better defined, including what is meant by treatment.

Also, I am sensitive to the potential impact on our educational programs with regards to clinical placements, community preceptors and COM faculty time/availability.

Richard D. Peppler, Ph.D.
Associate Dean for Faculty and Academic Affairs
College of Medicine
University of Central Florida
Health Sciences Campus at Lake Nona
6850 Lake Nona Boulevard
Orlando, FL 32827-7408
407-266-1101 (office)
901-485-5247 (cell)
407-266-1489 (fax)
Pep@ucf.edu

From: Kristen Schellhase
Sent: Monday, November 07, 2016 8:53 AM
To: Richard Peppler <Pep@ucf.edu>
Subject: RE: MAT in Athletic Training and New Courses

Hello Pep!

Here is the proposal....it is very lengthy. The graduate catalog copy may offer more succinct information that is more relevant to you.

I do not object in the least to the idea that collaboration will be reflected. Our state practice acts as well as our standards (current and proposed) clearly indicate that we work in consultation and/or under the direction of a physician.....regardless of what is in the syllabus, this is not changing and is made clear. I am attaching two new general medical syllabi that clearly indicates this with a statement taken directly from the NATA's description of AT. Keep in mind though, that we will eventually adjust these outcomes to match the accreditation final standards (it will still also reflect collaboration).

Once you give me the OK, I will ask grad studies to trade these syllabi for the ones already submitted.

Let me know if you see any concerns.

Thanks!

KCS

From: Richard Peppler
Sent: Saturday, November 05, 2016 9:32 AM
To: Kristen Schellhase
Subject: Re: MAT in Athletic Training and New Courses

Kristen: Yes let me see the complete course plan/proposal. I want to share it with a few folks. Also, why not incorporate a goal or statement about the collaboration with other health professionals like physicians, PTs, etc. to clarify the scope of practice in #4-6. I think these will be alright but I want to check with my sports medicine/FM docs. Pep

Sent from my iPad

Dick Peppler
Pep@ucf.edu
Office: 407-266-1101
Cell: 901-485-5247

On Nov 4, 2016, at 4:02 PM, Kristen Schellhase <Kristen.Schellhase@ucf.edu> wrote:

Hello Pep!

I am pitching the new Master of Athletic Training Degree to the two UCF graduate committees in January. All AT programs nationwide are transitioning to MAT degrees over the next 8 years. Ours will be implemented in 2019.

It was suggested that I send two course proposals your way to ensure there are no concerns about them. I am attaching the draft syllabi for you.

Before you read the syllabi though, I want to preemptively relieve any concerns you may have about ATs expanding their scope of practice as a few of the objectives may appear that way. At present moment, ATs are re-writing our professional knowledge standards (what AT Programs will be expected to

teach). The national working group has met numerous times and created a draft. It has gone out for open comment and feedback came in large scale. When we designed this curriculum, we designed it with those PROPOSED standards in mind. It made no sense to me to design a program using standards that won't be in place when the program is implemented – so this syllabus reflects PROPOSED standards and not actual standards. Mind you, I am on the task force, so it has been quite helpful to have an inside scoop. I would like to point out that there was a lot of feedback and many of them are being reworded (#4-6 in the syllabus) because they unintendedly implied a larger scope of practice than we have. Once they are re-written, they will go out for open comment again and perhaps reworded again. Once they become FINAL standards, our syllabi will change to reflect the new wording. Rest assured, we are not planning to interpret diagnostics and prescribe medications....those were meant to be worded to indicate that we collaborate with physicians (such as calling our team MD and suggesting an ACL tear that needs an MRI) and give medications when appropriate (like aspirin when the referee has a heart attack or an epipen in cases of anaphylaxis).

Hopefully this makes sense to you – I just wanted to see if COM was going to have any issues with these two courses and didn't want you to wonder why our objectives seemed so broad.

If you desire to see the entire degree plan/proposal, please let me know. I am happy to provide it to you.

KCS

Kristen C. Schellhase EdD, LAT, ATC, CSCS
Department Chair - Health Professions
Program Director / Associate Lecturer
Program in Athletic Training
Health and Public Affairs Bldg II, Rm 121
4364 Scorpius Street
Orlando, FL 32816-2205
407-823-3463
407-823-2596 fax
Kristen.schellhase@ucf.edu

For general information please contact Kim MacLennan
atinfo@ucf.edu
407-823-2747

Please visit our website for information
<http://www.cohpa.ucf.edu/hp/athletic-training-program/>

<image003.png>

The information contained in this message may be privileged and/or confidential and protected from disclosure. If the reader of this message is not the intended recipient or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately by replying to this message and deleting the material from any computer.

<General Medical Conditions I.pdf>

<General Medical II Syllabus.pdf>

Clare Middlekauff

From: Kristen Schellhase
Sent: Thursday, November 17, 2016 9:01 AM
To: Clare Middlekauff
Subject: FW: For your review

Re: the Healthcare Administration courses for the MAT degree – HMI approved of them.

KCS

From: Reid Oetjen
Sent: Tuesday, October 04, 2016 7:32 PM
To: Kristen Schellhase
Cc: Ross Wolf
Subject: Re: For your review

Kristen,

HMI has no objections.

Thank you,

Reid

From: Kristen Schellhase <Kristen.Schellhase@ucf.edu>
Date: Tuesday, October 4, 2016 at 3:34 PM
To: Reid Oetjen <reid.oetjen@ucf.edu>
Cc: Ross Wolf <Ross.Wolf@ucf.edu>
Subject: For your review

Hello Reid!

As I indicated on the phone, I am submitting two course actions for new courses in the proposed Master of Athletic Training degree program. This program will be a 65 credit program that is accredited by the Commission on Accreditation of Athletic Training. As such, their specifications for content within the degree are very specific to how they apply to the practice of athletic training. Because we are already stretched thin with this content to be delivered in 4 total credits (two courses of two credits), we must streamline and teach only those pieces relevant to the role of the AT.

While we clearly understand that your program/faculty are content experts, we do not believe you have any course that would deliver this content specific to the role of the athletic trainer. As you know, we currently have a course at the BS level (will be discontinued as program phases out) and PT has a healthcare administration course specific to PTs – therefore there is precedence for allowing a limited access program to control their own coursework in this area.

I am requesting your approval and support for the two courses attached. I have added the “for athletic trainers” to the title – it is also made very clear in the course description and objectives.

Please let me know if you have comments or concerns.

Thanks!

KCS

Kristen C. Schellhase EdD, LAT, ATC, CSCS
Department Chair - Health Professions
Program Director / Associate Lecturer
Program in Athletic Training
Health and Public Affairs Bldg II, Rm 121
4364 Scorpis Street
Orlando, FL 32816-2205
407-823-3463
407-823-2596 fax
Kristen.schellhase@ucf.edu

For general information please contact Kim MacLennan
atinfo@ucf.edu
407-823-2747

Please visit our website for information
<http://www.cohpa.ucf.edu/hp/athletic-training-program/>

The information contained in this message may be privileged and/or confidential and protected from disclosure. If the reader of this message is not the intended recipient or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately by replying to this message and deleting the material from any computer.



Graduate 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.graduatedcatalog.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: Education & Human Performance

Proposed Effective Term/Year: Summer, 2017

Unit(s) Housing Program: STLL

Name of program, track and/or certificate: Supporting High Needs Populations Certificate

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 reactivating the existing (suspended) Graduate Certificate in Urban Education as a reimagined, reinvigorated, and refocused Supporting High Needs Populations Certificate. The Graduate Certificate in Supporting High Needs Populations is designed for graduate students who have a particular interest in teaching and conducting research within the contexts of high needs communities, further providing a critical lens in understanding, valuing, and contributing to the diverse tapestry of schools and communities in high needs settings, ultimately leading to optimal learning outcomes for all learners.

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.**

update name: EDF 6725. Critical Issues in the study of high needs populations
Remove EDF 6496 The Influence on Child Development (Birth-18) in the Context of Poverty Settings & Related Stressors
Change to Elective: EDG 6636 Impact of Social Contexts on teaching and learning
Add to core: EDF 6155 Lifespan Human Development and Learning
Add to elective: CCJ 6485, ECW 6067, EDF 6206, EDF 6855, EDG 6636, RED 5147, SPS 6700, SPS 5605

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: Supporting High Needs Populations Certificate program

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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

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?

Courses will be transferred to current certificate offering

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)

Graduate Faculty (Print)
Program Coordinator

Martha L. Stearns

(Signature)

Martha L. Stearns

Date

11/7/2016

Department Chair (Print)
/Director

M. Hynes

(Signature)

Michael C. Hynes

Date

11/4/16

College Academic (Print)
Standards

R. Hartschorn

(Signature)

R. Hartschorn

Date

12/7/16

College Dean (Print)

JP Mendez

(Signature)

JP Mendez

Date

12/7/16

Graduate Council (Print)

(Signature)

[Signature]

Date

Vice President for Research and Dean of the College of Graduate Studies

(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

**University of Central Florida
College of Education & Human Performance
School of Teaching, Learning, & Leadership
Graduate Certificate in Urban Education****

PROGRAM DESCRIPTION

The Graduate Certificate in Urban Education offers additional training and education to educational professionals who work in urban settings. The program is comprised of three graduate courses that address critical issues associated with life in urban schools and two graduate-level specialization electives tailored to personal areas of concentration.

CURRICULUM

Total Credit Hours Required:

15 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—9 Credit Hours

- EDF 6725 Critical issues in the study of high-needs populations ~~Critical Issues in Urban Education*~~ (3 credit hours)
- ~~EDF 6496 Teaching and Learning in Urban Settings (3 credit hours)~~
- ~~EDG 6636 Social Contexts of the Urban Classroom (3 credit hours)~~
- EDF 6155 Lifespan Human Development and Learning

Elective Courses—6 Credit Hours

Select two courses from the following electives.

- ~~—EDG 6636 Social Contexts of the Urban Classroom (3 credit hours)~~
- ~~EDF 6688 Public Policy and Urban Education (3 credit hours)~~
- ~~EDF 6635 Teacher Leadership for Educational Equity and Social Justice (3 credit hours)~~
- ~~EDF 6884 Education as a Cultural Process* (3 credit hours)~~
- EDF 6886 Multicultural Education (3 credit hours)
- EEX 6342 Seminar: Critical Issues in Special Education* (3 credit hours)
- EGI 6246 Education of Special Populations of Gifted Students (3 credit hours)
- ~~SYD 5795 Class, Race, and Gender in American Society (3 credit hours)~~
- CCJ 6485 Issues in Justice Policy (3 credit hours)
- ECW 6067 History of Career Education in the United States (3 credit hours)
- EDF 6206 Challenges of Classroom Diversity (3 credit hours)
- EDF6855 Factors Affecting Equitable Educational Opportunity and Life Chances: a cross-national analysis (3 credit hours)

Formatted: Outline numbered + Level: 1 + Numbering
Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" +
Indent at: 0.5"

- [EDG 6636 Impact of Social Contexts on teaching and learning \(3 credit hours\)](#)
- [RED 5147: Developmental Reading \(K-12\) \(3 credit hours\)](#)
- [SPS 6700: Advanced Psychoeducation and Data-Based Decision-Making \(3 credit hours\)](#)
- [SPS 5605: Building and Improving Relationship and Emotional Intelligence \(3 credit hours\)](#)

Formatted: Indent: Left: 0.5", No bullets or numbering

*Online delivery course

Application Requirements

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

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.

- Alabama
- Maryland
- Minnesota

** Last appeared in the 2013-2014 UCF Graduate catalog

Graduate Certificate in Serving High Needs Populations

University of Central Florida

College of Education & Human Performance

PROGRAM DESCRIPTION

The Graduate Certificate in *Serving High Needs Populations* is designed for graduate students who have a particular interest in teaching and conducting research within the contexts of high needs communities, further providing a critical lens in understanding, valuing, and contributing to the diverse tapestry of schools and communities in high needs settings, ultimately leading to optimal educational outcomes for all learners.

CURRICULUM

The *Serving High Needs Populations* certificate program consists of two (2) required courses and two (2) elective courses for a total of 12 credit hours.

Total credit hours required:

12 credit hours minimum beyond the Bachelor's degree

Required courses- 6 credit hours

- **EDF 6725 Critical issues in the study of high-needs populations (3 s.h.)**

This course examines issues of social, political, and economic conditions and their impacts on schools and communities serving diverse learners in high needs settings and their families.

Further, we examine issues of curricular and instructional practices and their impact on these learners. (Summer offering)

- **EDF 6155 Lifespan Human Development and Learning**

3(3,0). Research in childhood, adolescent, and adult development relevant to contemporary American education. Emphasis on application of theory to educational practice.

Fall, Spring, Summer

Elective courses-6 credit hours

Students must select two (2) courses from the following course list

- **CCJ 6485 Issues in Justice Policy (3 credit hours)**

Examination of selected issues of public policy regarding the functions and roles of criminal justice agencies vis-a-vis other government departments or agencies and public purposes. May be repeated for credit.

- **ECW 6067 History of Career Education in the United States (3 credit hours)**

A detailed examination of federal legislation, associations, organizations, people, events, and other key factors that define the history of career education in the U.S

- **EDF 6206 Challenges of Classroom Diversity (3 credit hours)**

An examination of factors which shape the curriculum in diverse classrooms with specific attention to learning, assessment and best practices appropriate for minority students.

- **EDF6855 Factors Affecting Equitable Educational Opportunity and Life Chances: a cross-national analysis (3 credit hours)**

This course examines, from an international perspective, how factors including gender, class, race, ethnicity and language affect the quality and outputs of schooling, as well as children's access and life chances. The course will also focus on the impact of multinational organizations and NGOs in education worldwide.

- **EDF 6886 Multicultural Education (3 credit hours)**

A survey of multicultural education; analysis of the relationship between cultural transmission, cultural pluralism, and the learning process within American schools.

- **EGI6246 Special Populations of Gifted Learners (3 credit hours)**

This course examines student characteristics of special populations of gifted students, appropriate identification and program planning, and intervention strategies for the development of their unique needs and abilities. Teaching strategies will be explored in the development of multicultural gifted education curriculum.

- **EDG 6636 Impact of Social Contexts on teaching and learning (3 credit hours)**

Provides analysis and discussion of instructional and assessment methods that seek to improve the quality of teaching and learning of students/ community members in high needs settings.

Further, the course is designed to assist students in applying the content of the course to an informed educational practice.

- **EEX 6342: Seminar: Critical Issues in Special Education (3 credit hours)**

An examination of research and current literature dealing with some of the critical issues in all areas of working with students with special needs in inclusive settings. (Summer)

- **RED 5147: Developmental Reading (K-12) (3 credit hours)**

Principles, procedures, organization, and current practices in the elementary reading program. Materials and methods of instruction

- **SPS 6700: Advanced Psychoeducation and Data-Based Decision-Making (3 credit hours)**

Principles of advanced psychoeducation for teaching, response to intervention, and data-based decision-making in schools (Offered each Fall)

- **SPS 5605: Building and Improving Relationship and Emotional Intelligence (3 credit hours)**

Students will learn to develop and improve relational and emotional intelligence and demonstrate an understanding of social emotional learning and how it enhances psychosocial wellbeing (Offered alternate summers).

Graduate Certificate Courses

For more information, please see the College-wide *Serving High-Needs Populations* sequence of courses for Graduate students.

Preparation for Teaching, Learning, & Advocacy in High Needs Schools and Communities

Defining *high needs environments* from an educational perspective.

Often referred to as “vulnerable populations” and “underserved environments,” we define *high needs environments* as teaching and learning in contexts that serve students who have been historically disenfranchised and traditionally marginalized by systems of inequality based primarily on race, ethnicity, culture, gender, social class, language, and disability.

High-Needs children (U. S. Department of Education)

Children from birth until kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays, who are English learners, who reside on "Indian lands" as that term is defined by Section 8013(6) of the Elementary and Secondary Education Act, of 1965, who are migrant, homeless, or in foster care; and other children as identified by the State.

High needs students (U. S. Department of Education)

Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

High needs community:

Again with the use of “vulnerable populations” and “underserved communities,” the concept describes a community in an area where at least 30 percent of students come from families with incomes below the poverty line. Similarly, as Pearlin (1999) noted, those sharing a stressful social disorganization as a normative reality of life. Further, they require interventions beyond health care, such as improving schools and involving parents and the community with them; creating employment opportunities; and, providing affordable housing, safe places to exercise and congregate, and access to healthier food.

To earn a certificate in serving high-needs populations, students are required to complete 12 graduate credits from the selection of new and revised classes on topics such as *Critical Issues in the Study of High-Needs Populations, Issues of Poverty and Related Stressors, Social Contexts, and Diverse Families and Communities*. In each required course, there is a related action-research component.

Graduate 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.graduatedcatalog.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: Fall, 2017

Unit(s) Housing Program: Counselor Education

Name of program, track and/or certificate: Graduate Career Counseling Certificate

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 Graduate Career Counseling Certificate was temporarily suspended in 2013 due to low enrollment. In an attempt to bring back the certificate program new courses were created to meet the changing needs of students and increase enrollment. In spring, 2016 SDS 6938: Career and College Readiness in Schools PK-12 was approved as a Special Topics course and was offered in summer, 2016. There has been a steady interest by students enrolled in the Counselor Education Program as well as individuals interested in a non-degree certificate only program focusing on advanced career development skills. Two new courses are being proposed for the certificate program. One course will focus on career and college readiness in school settings and the other will provide an opportunity for students to work in schools and community career centers to practice specialized career development skills with diverse populations.

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.**

Curriculum changes involve the following required courses for the Graduate Career Counseling Certificate Program

Added:

SDS 6XXX: Career and College Readiness in Schools PK-12 (3 credit hours)

SDS 6XXX: Applied Practice in Career Services (3 credit hours)

Deleted:

MHS 6306: Applied Career Development I (3 credit hours)

MHS 6307: Applied Career Development II (3 credit hours)

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.

If you are ONLY making a name change, skip the "Impact on Current Students" section.

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 enrolled in the Counselor Education Graduate Program will be impacted because they will have additional electives targeting advanced training in career development. The revision of the Graduate Career Counseling Certificate Program will enable those individuals interested in advanced training in career counseling and development the ability to earn a certificate that best meets their training and future professional goals.

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)

Graduate Faculty (Print) Stacy M. Van Horn (Signature) Stacy Van Horn Date 11/9/2016
Program Coordinator

Department Chair (Print) Glenn Hambro (Signature) Glenn Hambro Date 11/9/2016
/Director

College Academic (Print) R. Hartshorn (Signature) R. Hartshorn Date 12/7/16
Standards

College Dean (Print) JP Mender (Signature) JP Mender Date 12/7/2016

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

Vice President for Research and Dean of the College of Graduate Studies

(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

Graduate Catalog 2016-2017

Career Counseling Graduate Certificate

Program Description

~~This program has been temporarily suspended effective Summer 2014.~~

The Graduate Certificate in Career Counseling is housed within the Counselor Education Program in the College of Education and Human Performance. The certificate program is designed to provide advanced training to students in the Counselor Education program and for practicing counselors, therapists, and others ~~and therapists~~ who want to provide career counseling or consultation services.

The Career Counseling certificate requires the completion of ~~three~~ four graduate courses addressing foundations, theories, assessment, techniques, and applications of career counseling and development. Career Development (SDS 6937) and Career and College Readiness in Schools PK-12 (SDS 6938) are both pre-requisites for the final clinical course, Practice in Career Services (SDS ----). The fourth course is a graduate-level specialization elective in a specific academic discipline that can be taken at any point within the career certificate program, three of which specifically address theories and applications of career counseling and the fourth of which is a graduate level specialization elective in a specific academic discipline.

Formatted: Font: Italic

Formatted: Font: Italic

Formatted: Font: Italic

Curriculum

The Graduate Certificate in Career Counseling requires 12 credit hours.

Total Credit Hours Required:

12 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—9 Credit Hours

- SDS 6347 Career Development (3 credit hours)
- SDS 6938: Career and College Readiness in Schools Pk-12 (3 credit hours)
- SDS ----: Applied Practice in Career Services (3 credit hours)
- ~~MHS 6306 Applied Career Development (3 credit hours)~~
- ~~MHS 6307 Applied Career Development II (3 credit hours)~~

Elective Course—3 Credit Hours

Students may choose to specialize in a specific academic discipline or tailor their own areas of concentration.

- EDH 6635 Organization and Administration of Higher Education (3 credit hours)
- MHS 6020 Mental Health Care Systems (3 credit hours)
- ~~MAN 5037 Management Foundations (1.5 credit hours)~~
- MAN 6305 Human Resource Management (3 credit hours)
- SDS 6620 Coordination of Comprehensive Professional School Counseling Programs (3 credit hours)

- SOW 5305 Social Work Practice I: Generalist Practice (3 credit hours)

Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted.

Applicants must [apply online](#). All requested materials must be submitted by the established deadline. Admission to the program is competitive on a space-available basis.

Application Deadlines

Fall	July 15 th
Spring	Dec. 1 st
Summer	April 15 th



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 & Human Performance, STLL

Proposed Effective Term/Year: Summer 2017

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

Name of program, track and/or certificate: Initial Teacher Professional Preparation (ITPP)

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 ITPP program is designed to assist graduate level students take the specific course work that is needed by the FLDOE to satisfy specific Professional Educator competencies. The revision requested reflects a change in requirements. LAE 5369 was originally included in the certificate. More recent communication with the FLDOE has informed us that the class will not satisfy the requirement that we intended for it therefore, we must remove it from the program as an option.

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.**

-Remove LAE 5369 as an option under the Required Courses section of the certificate
-No other changes, there are enough other options that remain to satisfy credit hour requirements.

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?

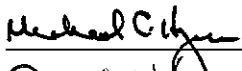
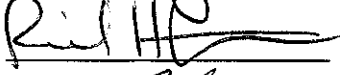
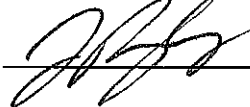
The impact to students will be minimal. They are losing one option on course work but there are other options available.

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 (Print) <u>M. Hynes</u>	(Signature) <u></u>	Date <u>11/22/16</u>
/Director		
College Academic (Print) <u>Richard Hartshorne</u>	(Signature) <u></u>	Date <u>12/7/16</u>
Standards		
College Dean (Print) <u>JP Mender</u>	(Signature) <u></u>	Date <u>12/7/16</u>
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

From: [Mims, Mandy](#)
To: [Lindsay Archambault](#)
Cc: [Mims, Mandy](#)
Subject: review of course LAE 5369 Literacy Strategies in a Digital Age for Middle and High School
Date: Friday, June 24, 2016 7:58:36 AM

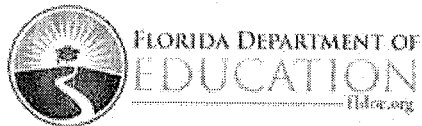
Good Morning Lindsay,

The course offered at University of Central Florida, LAE 5369, *Literacy Strategies in a Digital Age for Middle and High School*, is not appropriate to meet the intent and requirements outlined in State Board Rule 6A-4.006, F.A.C., for the professional preparation requirement "applications of research-based instructional practices in reading".

I hope this information is helpful.

Best regards, Mandy

Mandy E. Mims
Director of Communications
Educator Certification
Florida Department of Education
850-245-0583



Lindsay Archambault

From: Elsie Olan
Sent: Tuesday, November 29, 2016 4:45 PM
To: Lindsay Archambault
Cc: Maria Cox
Subject: RE: Statement of support needed

Good afternoon All,

I hope you are doing well. I have consulted with Maria Cox, Faculty Administrator and I support LAE 5369 being officially removed from the certificate program in the catalog. I acknowledge that there is a student registered for this course Spring 2017 and know that Lindsay Archambault, Academic Coordinator will contact student. Lindsay has approached student for other options and will continue as many times necessary .

Kind regards,
Dr. Elsie Lindy Olan

Elsie Lindy Olan, Ph.D.-Curriculum & Instruction, Language & Literacy
Assistant Professor, Language Arts Secondary Education
School of Teaching, Learning and Leadership
Education Complex-ED 223N
University of Central Florida
(407) 823-5179
P.O. Box 161250
Orlando, FL 32816-1250

Program Track Coordinator - English Language Arts Education, Secondary

Director- KALEIDSCOPE : Holistic Teaching and Learning Laboratory-
Writing Workshop Institute
2012-Present
http://education.ucf.edu/stll/writing_workshop.cfm

International Conference on Poverty, Globalization and Schooling: A Holistic Approach
http://education.ucf.edu/form/PGS_reg.cfm

President Central Florida Literacy Council
<http://www.centralfloraliteracycouncil.com/>
2015-2017

From: Lindsay Archambault
Sent: Tuesday, November 22, 2016 12:16 PM
To: Elsie Olan
Subject: Statement of support needed

Hi Elsie,

You may recall back around June we discussed the need to remove LAE 5369 as an option from the ITPP certificate program. I shared with you that I had received the notification from FLDOE that the class did not sufficiently cover the standard needed outside of the larger approved ELA master's program.

I need to get the program change paperwork into the system so that we can officially have the class removed from the certificate program in the catalog. Dr. Cox has requested that I include a memo of support from you explaining that you are aware of the fact that we are removing LAE 5369 from the ITPP program and that you are in support of the change. Would it be possible for you to send me a note that can be included?

Thanks
Lindsay Archambault
Coordinator
Instructor
International and Special Programs
School of Teaching, Learning and Leadership
University of Central Florida
ED 206F
407-823-2881

Course Descriptions

SSE Statement of Status of Eligibility: articulation with state certification requirements



denotes online availability

EDF 6727 Critical Analysis of Social, Ethical, Legal and Safety Issues Related to Education



Faculty Course Leader: Dr. Randall Hewitt

Analysis of critical issues in education including social, ethical, legal, and safety concerns which impact the quality of education.

Fall, Spring / 3 credit hours

EDF 6237 Principles of Learning and Introduction to Classroom Assessment



SSE human development and learning

SSE education assessment to include the content measured by state achievement tests and the interpretation and utilization of data to improve student achievement

Faculty Course Leader: Dr. Taylor Wenzel

Students will examine prominent developmental and learning theories in depth and their implications for instruction and assessment. Key issues in educational psychology will be explored.

Fall, Spring / 3 credit hours

EDG 6415 Principles of Instruction and Classroom Management



SSE effective instructional strategies including the needs of diverse learners

SSE classroom management including safe learning environments

Faculty Course Leader: Dr. Taylor Wenzel

Students are exposed to various methods of delivering instruction, as well as organizational and management skills. Students microteach and view lessons to develop reflective practices.

Fall, Spring / 3 credit hours

RED 5147 Developmental Reading



SSE foundations of research-based practices in teaching reading

Faculty Course Leader: Dr. Vicky Zygoris-Coe

Principles, procedures, organization, and current practices in the elementary reading program. Materials and methods of instruction.

Fall, Spring, Summer / 3 credit hours

OR

LAE 5496 Disciplinary Literacy in the Content Areas



SSE foundations of research-based practices in teaching reading

Faculty Course Leader: Dr. Elsie Olan

This course is designed to assist in understanding of adolescent reader and writer and will examine theory,

strategies, resources and implementation options of disciplinary literacy specifically in the content areas.

Fall, Spring / 3 credit hours

TSL 5085 Teaching Language Minority Students in K-12 Classrooms

SSE strategies for teaching ESOL students

Faculty Course Leader: **Dr. Michele Regalla**

Teaching K-12 Limited English Proficient (LEP) students. Florida standards regarding cross-cultural communication, ESOL curriculum, and materials, ESOL methodology, testing and evaluation of ESOL students, applied linguistics.

[↑ Return to Top](#)

SPECIAL METHODS

One course from any of the Teacher Education MAT Program Tracks listed below.

SSE curriculum and special methods of teaching

Career and Technical Education

BTE 6935 Seminar in Business Education

Faculty Course Leader: **JoAnne Whiteman**

Current problems, issues and trends in business education.

Fall / 3 credit hours

English Language Arts Education with ESOL Endorsement

LAE 5346 Methods of Teaching English Language Arts

Faculty Course Leader: **Dr. Elsie Olan**

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

Fall, Spring, Summer / 3 credit hours

Mathematics Education

MAE 5336 Current Methods in Secondary School Mathematics

Faculty Course Leader: **Dr. Enrique Ortiz**

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

Summer / 3 credit hours

Middle School Mathematics

MAE 5327 Teaching Middle School Mathematics

Faculty Course Leader: **Dr. Erhan Selcuk Haciomeroglu**

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

Summer / 3 credit hours

Middle School Science

SCE 5325 Teaching Middle School Science

Faculty Course Leader: Malcolm Butler

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

Occasional / 3 credit hours

Science Education-Biology

SCE 5337 Issues and Methods in Secondary School Science Education

Faculty Course Leader: Malcolm Butler

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

Fall, Spring / 3 credit hours

Science Education-Chemistry

SCE 5337 Issues and Methods in Secondary School Science Education

Faculty Course Leader: Malcolm Butler

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

Fall, Spring / 3 credit hours

Science Education-Physics

SCE 5337 Issues and Methods in Secondary School Science Education

Faculty Course Leader: Malcolm Butler

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

Fall, Spring / 3 credit hours

Social Science Education

SSE 5790 Inquiry and Instructional Analysis in Social Science Education

Faculty Course Leader: Dr. William Russell

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

Summer / 3 credit hours

Initial Teacher Professional Preparation Certificate

This program belongs to the following disciplines:

- Education

FEEDBACK

College : Education and Human
Performance

Degree : CRT

Department : School of
Teaching, Learning and
Leadership

Option : N/A

Program Websites : <http://education.ucf.edu/tpy/>

PROGRAM DESCRIPTION

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

Please note: This program may be completed online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

See <http://ucf.edu/online> for more information.

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.international.ucf.edu. If you have questions, please consult International Affairs and Global Strategies at 407-823-2337.

Refer to State Restrictions for online programs that are currently restricted.

CURRICULUM

For the Initial Teacher Professional Preparation graduate certificate, students complete six courses (18 credit hours total), including five required courses (15 credit hours) and at least one special methods course (3 credit hours).

Total Credit Hours Required:

18 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—15 Credit Hours

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

- EDF 6727 Critical Analysis of Social, Ethical, Legal and Safety Issues Related to Education (3 credit hours)
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment (3 credit hours)
- EDG 6415 Principles of Instruction and Classroom Management (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours) or LAE 5496 Disciplinary Literacy in the Content Areas (3 credit hours) or LAE 5369 Literacy Strategies in a Digital Age for Middle and High School (3 credit hours)
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms (3 credit hours)

Formatted: Indent: Left: 0.46"

Co-requisite—3 Credit Hours Minimum

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

- Art Education: ARE 5359 Teaching Art K-12 (4 credit hours)
- English Language Arts: LAE 5346 Methods of Teaching English Language Arts (3 credit hours)
- Math Education (Grades 5-9): MAE 5327 Teaching Middle School Mathematics (3 credit hours)
- Math Education (Grades 6-12): MAE 5336 Current Methods in Secondary School Mathematics (3 credit hours)
- Music Education: MUE 5348C K-12 Music Methods (4 credit hours)
- Science Education (Grades 5-9): SCE 5326 Teaching Middle School Science (3 credit hours)
- Science Education (Grades 6-12): SCE 5397 Issues and Methods in Secondary School Science Education (3 credit hours)
- Social Science Education: SSE 5790 Inquiry and Instructional Analysis in Social Science Education (3 credit hours)
- Business Education: BTE 6935 Seminar in Business Education (3 credit hours)

• APPLICATION REQUIREMENTS

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

Initial Teacher Professional Preparation Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Dec 1	Apr 15
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

- **Date Started:** Fall 2002
- **Status:** Active
- **United States Department of Labor Standard Occupational Classification (SOC) Code:** 25-0000
- Occupational employment statistics can be found at the United States Department of Labor, Bureau of Labor Statistics website at www.bls.gov/oes/current/oes_stru.htm.
- **On-time Graduation Rate:**
- All UCF graduate certificate programs are reviewed on a three-year rolling average. The Initial Teacher Professional Preparation Certificate was reviewed in 2012 and is due to be reviewed again in 2015, at which time this material will be updated.

Year	Applications	Admits	Total Enrolled	Total Completed
2006-2007	22	19	18	
2007-2008	32	29	27	4
2008-2009	28	27	28	3
2009-2010	90	88	45	10
2010-2011	78	73	57	20
2011-2012	84	80	59	15

- **Tuition and Fees**
- Typical tuition and fees are published at our website at www.iroffice.ucf.edu/character/current_tuition.htm.
- **Books and Supplies:**

- Helpful information about school costs, including books and supplies, can be found at finaid.ucf.edu/applying/app_costs.html.
- **Job Placement Rates for Students Completing the Program:**
- No information is available at this time. We will develop systems for collecting it shortly.

• Contact INFO



Request Information

- **Graduate Program**
- **Lindsay Archambault**
- Lindsay.Archambault@ucf.edu
- Telephone: 407-823-2881
- Education 206F
- **Graduate Admissions**
- **Cameron Leonard**
- 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-68
- TOEFL: 5233
- ETS PPI: 5233

Course Agenda – February 8, 2017

1. Course Additions

College of Arts and Humanities Course Additions

Tabled 1/25/2017. Needs explanation of variable credit and max times.

ENG 6XXX **CAH-CAH** **VAR**

Professionalization in Texts and Technology: PR: Graduate standing or C.I. Professional development workshops, panel discussions, and hands-on activities to assist graduate students in preparing for successful careers. *Spring, Summer, Fall.*

Abbrev: (26 of 30 chars) Professionalization in

T&T Repeat For Credit: True Max Times: 3

Discussion with others: n/a

Rationale: There is a need in the program to consistently help students with both professionalization and pedagogical skills as they advance as scholars.

Majors taking course: Texts and Technology PhD students.

TSL 6XXX **CAH-LANG** **3(3,0)**

TESOL Capstone Seminar: PR: TSL 6142, TSL 6250, and TSL 6350 or C.I. Reviews and fosters critical thinking regarding current theories, methodologies, and pedagogical research in the field of TESOL. *Spring.*

Abbrev: (22 of 30 chars) TESOL Capstone Seminar

Discussion with others: As this course is specific to the MATESOL program, we do not anticipate any conflicts.

Rationale: Our program needs a final capstone course that ties everything together for the students. A seminar format would work well here.

DIG 5XXXC **CAH-SVAD** **3(1,2)**

Animation and Visual Effects Production I: PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Production of a short animated or visual effects concept to completion with the focus on working as an individual to meet deadlines. *Fall.*

Abbrev: (17 of 30 chars) ANIM & VFX Prod I

Discussion with others: There are no conflicts with other departments or majors as concluded by a UCF graduate catalogue search of English, Film and Theatre. None of the disciplines listed specifically address skill sets needed for animation and live action film visual effects mediums. Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. This course will give students the ability to understand production process as an individual, which is necessary in order to prepare students for careers in animation as freelance, contract, or entrepreneurial studio owners. The performance of specific tasks correlates to job titles in the animation industry uniquely preparing them for the professional workplace. Students have expressed a desire for more advanced educational opportunities in this type of simulated real world setting.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXXC

CAH-SVAD

3(1,2)

Animation and Visual Effects Production II : PR: DIG 5XXXC Animation and Visual Effects Production I or C.I. Topics in animation and visual effects project creation and production pipeline management in a team environment. *Spring*.

Abbrev: (18 of 30 chars) ANIM & VFX Prod II

Discussion with others: There are no conflicts with other departments or majors as concluded by a UCF graduate catalogue search of English, Film and Theatre. None of the disciplines listed specifically address skill sets needed for animation and live action film visual effects mediums. Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. This course will give students the ability to understand production process as a team which is necessary in order to prepare students for careers in animation as leaders within the studio setting. The performance of specific tasks correlates to job titles in the animation industry uniquely preparing them for the professional workplace. Students have expressed a desire for more advanced educational opportunities in this type of simulated real world studio setting.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXXC

CAH-SVAD

3(1,2)

Editing for Animation and Visual Effects I: Theory and Production : PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Exploration of history and grammar of editing will be examined, adapted and applied to the specific needs of narrative animation and live-action visual effects. *Spring*.

Abbrev: (24 of 30 chars) Editing for ANIM & VFX I

Discussion with others: There are no conflicts with other departments or majors as concluded by a UCF graduate catalogue search of Film. Film editing does not specifically address skill sets needed for animation and visual effects mediums, nor does it have graduate courses specifically focusing on Editing.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA in Animation and Visual Effects. This course discusses key figures and major theoretical developments in live action editing language. Topics include types of edits and their visual and emotive impact, use of editorial rhythm, challenges and adaptations in animation editing, and application of editing

techniques on students' original content in animated narratives or visual effects sequences.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXX

CAH-SVAD

3(3,0)

The History of Animation and Visual Effects : PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. History of animation and visual effects from beginning to present covering a wide-range of narrative, independent, commercial, and experimental projects produced throughout the world. *Fall*.

Abbrev: (26 of 30 chars) History of Animation & VFX

Discussion with others: No duplications and/or conflicts with other departments or colleges as evidenced through a catalog and course search.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA -

Animation and Visual Effects track. This course will give students the understanding of the history of animation and visual effects. Students will learn the techniques of research related to writing conference papers as well as critique, write, design, develop and execute innovative research projects related to the history of animation and visual effects which is necessary in order to prepare students for careers as leaders and innovators in animation. Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXXC

CAH-SVAD

3(1,2)

Script and Story Development for Animation and Visual Effects: PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Students will write and storyboard original narrative short animation, or script and storyboard solutions addressing specific live action problems in visual effects. *Fall.*

Abbrev: (30 of 30 chars) Script/Story Dev for ANIM & FX

Discussion with others: There are no conflicts with other departments or majors as concluded by a UCF graduate catalogue search of English, Film and Theatre. None of the disciplines listed specifically address skill sets needed for animation and live action film visual effects mediums. Rationale: Required curriculum as part of the proposed new Emerging Media MFA in Animation and Visual Effects. This course focuses on story board development of self authored narrative animation or integration of self designed animated special effects into live action sequences. Students will apply two-dimensional imaging concepts to individual storyboard panels within the context of the overall project and development of animatics for timing and understanding of use of shot to shot continuum of movement. Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXXC

CAH-SVAD

3(1,2)

Visual Effects for Animation and Live Action I: PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Application of digital tools to generate visual effects animation for successful integration with animate and live action media, and the aesthetic critique of results. *Spring.*

Abbrev: (28 of 30 chars) VFX for ANIM & Live Action I

Discussion with others: Currently, there is no specific courses dedicated to Digital Visual Effects in Live Action Film or Animation. This class will be an elective for all School of Visual Arts and Design MFA students.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. This course will cover advanced techniques utilizing state-of-the-art digital tools for generating and integrating visual effects animation into various media. Specifically, this course covers the digital creation of non-character elements such as props, dynamic movement of cloth, water, particle systems, explosions and environmental and magical elements, and the digital compositing techniques of these elements. Visual effects for film, video games and simulation is a growing area of research and employment that requires a high degree of artistic and technical problem solving and skills that this course can provide.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 5XXXC**CAH-SVAD****3(1,2)**

Visual Development and Design for Animation and Visual Effects : PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Design concepts are applied to animation environments to create a "personality of place", visual continuity, and to create the visual universe of the story. *Spring*.

Abbrev: (29 of 30 chars) Vis Dev Design for ANIM & VFX

Discussion with others: There are no duplication or conflicts.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. This course will give students the ability to understand the function of visual development that a Production Designer performs in a studio environment, which is necessary in order to prepare students for careers in animation. The performance of specific tasks correlates to job titles in the animation industry uniquely preparing them for the professional workplace. Students have expressed a desire for more advanced educational opportunities in this type of simulated real world studio setting.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 6XXXC**CAH-SVAD****3(1,2)**

Animation and Visual Effects Production III : PR: DIG 5XXXC Animation and Visual Effects Production II or C.I. Preproduction (including storyboards, visual development, and character and environmental design) for individual MFA thesis project created and presented for faculty approval. *Fall*.

Abbrev: (19 of 30 chars) ANIM & VFX Prod III

Discussion with others: No conflicts.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. The labor intensive animation process requires planning and visual development for successful completion. This class adds structure, guidance and critique to allow the MFA student to complete pre-production on his animation or visual effects thesis project.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 6XXXC**CAH-SVAD****3(1,2)**

Animation and Visual Effects Production IV : PR: DIG 6XXXC Animation and Visual Effects Production III or C.I. Research and production of an initial animation test demonstrating the visual look and process strategy for final MFA thesis project and presentation for faculty approval. *Spring*.

Abbrev: (18 of 30 chars) ANIM & VFX Prod IV

Discussion with others: No conflicts.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. This course serves as a milieu for the student beginning research and work on their animation and visual effects thesis. Student will discover viability of their work process strategy by actually creating an animation test. The class also allows for aesthetic feedback and critique by faculty and peers while developing student's critiquing abilities.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 6XXXC**CAH-SVAD****3(1,2)**

Directing for Animation and Visual Effects: PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Topics in production planning and adaptation of live action directing techniques to unique problems in Animation and Visual Effects. *Fall*.

Abbrev: (24 of 30 chars) Directing for ANIM & VFX

Discussion with others: No duplications and/or conflicts with other departments or colleges as evidenced through a catalog and course search. The Film department has a course titled FIL6596 Advanced Directing Workshop for Film and Digital Media that specifically addresses film performances. Animation and Visual Effects as separate mediums require adaptation to various animation methods. There are unique differences in key aspects of the decision making process specifically related to the advanced technical resources and labor required to execute a fully realized animated or effects project.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 6XXXC**CAH-SVAD****3(1,2)**

Editing for Animation and Visual Effects II: Practical Editing : PR: DIG 5XXXC Editing for Animation and Visual Effects I: Theory and Production or C.I. Students will apply practical editing solutions and incorporate audio to student's own animation or visual effects material.

Fall. **Abbrev: (25 of 30 chars)** Editing for ANIM & VFX II

Discussion with others: There are no conflicts with other departments or majors as concluded by a UCF graduate catalogue search of Film. Film editing does not specifically address skill sets needed for animation and visual effects mediums, nor does it have graduate courses specifically focusing on Editing.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

DIG 6XXXC**CAH-SVAD****3(2,1)**

Media and Music for Animation and Visual Effects: PR: Emerging Media MFA - Animation and Visual Effects track student or C.I. Course will examine the use and effect of music/sound effects in various forms of media: film, games, commercials, and other forms of multimedia. *Spring*.

Abbrev: (30 of 30 chars) Media and Music for ANIM & VFX

Discussion with others: I have had previous discussions with the School of Performing Arts, Music Dept. There are no duplications of this course. This course could also be open to other graduate students in Music and Theatre since these disciplines also use various forms of media for productions.

Rationale: Required curriculum as part of the proposed new Emerging Media MFA - Animation and Visual Effects track. The use of music and sound effects in various types of Film and multi-media is an integral part of a production. Currently, the curriculum within the

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

3(1,2)

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

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

3(1,2)

Abbrev: (29 of 30 chars) VFX for ANIM & Live Action II

Discussion with others: Currently, there are no specific courses dedicated to Digital Visual Effects in Live Action Film. This class will be an elective for other SVAD MFA students.

Majors taking course: Students in the Emerging Media MFA - Animation and Visual Effects track, Elective for students in SVAD

College of Education and Human Performance Course Additions

SDS 6XXX **ED-CFCS** **3(3,0)**

Career and College Readiness in Schools PK-12: PR: Graduate standing or C.I. This course provides graduate students and practitioners with a developmental overview of child and adolescent career growth focusing on interventions for career education and counseling. *Summer.*

Abbrev: (30 of 30 chars) Career College Readiness PK-12

Rationale: The SDS 6XXX: Career and College Readiness in Schools PK-12 course was approved as a Special Topics course in spring 2016. This course was successfully taught in summer 2016 and I am requesting that it now be approved to be a permanent course offered as both an elective for enrolled Counselor Education students and a requirement for those admitted into the Graduate Career Counseling Certificate Program.

SDS 6XXX **ED-CFCS** **3(3,0)**

Applied Practice in Career Services : PR: SDS 6347 and SDS 6XXX Career and College Readiness in Schools PK-12. This course provides an opportunity to work with individuals in various school and community settings to experience career development activities. *Fall.* **Abbrev: (28 of 30 chars)** Applied Practice Career Serv

Rationale: This course provides an opportunity to work with individuals in school and community settings to experience career developmental activities. Projects are specific to a student's particular area of professional interest through required assignments, reflections, and professional development arenas. This course will provide career certificate students and/or graduate Counselor Education students with opportunities to develop advanced career skills in academic advising, career counseling, and career coordination of services with diverse students at varying levels of development (middle school, high school, and post-secondary institutions).

College of Engineering and Computer Science Course Additions

TTE 6XXX **ECS-CECE** **3(3,0)**

Data Science in Smart Cities: PR: STA 5206 or C.I. Cities as complex systems, urbangeo-location data collection and processing, data exploration and geo-visualization, classification techniques, urban mobility models. and urban networks. *Odd Fall.*

Abbrev: (28 of 30 chars) Data Science in Smart Cities

Discussion with others: Dr. Leavens in Computer Science commented "We have no objections, as long as the course does not turn into a semester long course on Python."

Rationale: The instructor is developing a course, based on his research work, that is not currently offered in the department. The objective of the course is to introduce transportation engineering graduate students the emerging concepts, methods and tools of data science with specific applications for smart cities and infrastructure systems. The course is modeled along the lines of similar courses in transportation programs at MIT and Univ. of California Berkeley.

ATR 5XXX HPA-HP 1(1,0)

Abbrev: (29 of 30 chars) Found Behaviors in AT Pract I

Rationale: Content is mandated by accrediting body.

ATR 5XXXC HPA-HP 2(1,1)

Abbrev: (28 of 30 chars) Prevent Injury Illness in AT

Rationale: Content mandated by accrediting body.

ATR 5XXXC HPA-HP 3(2,1)

Abbrev: (27 of 30 chars) Functional Human Anatomy AT

Rationale: Content mandated by accrediting body.

ATR 5XXXC HPA-HP 3(2,1)

Abbrev: (27 of 30 chars) Acute Care in AT Practice I

Rationale: Content mandated by accrediting body.

ATR 5XXX **HPA-HP** **2(2,0)**
Healthcare Administration in Athletic Training Practice I : PR: Enrolled in MAT degree program. Policy, law, ethics, informatics and information management are explored with regard to the practice of athletic training. *Spring*.
Abbrev: (29 of 30 chars) Healthcare Admin in AT Prac I
Discussion with others: 10/4/16 Discussed and sent syllabi to Reid Oetjen, Chair of Health Management and Informatics who stated in an email that HMI has no objections to this course. Rationale: Content mandated by accrediting body.
Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **3(2,2)**
Musculoskeletal Evaluation & Diagnosis in Athletic Training Practice I: PR: Enrolled in MAT degree program. A regional study of evaluation, diagnosis, and immediate treatment of head, neck, and spine injuries (including brain injuries). *Fall*.
Abbrev: (27 of 30 chars) Musculosk Eval Diag in AT I
Discussion with others: Evaluation and diagnosis relevant to the athletic trainer cannot be taught by any other program/department.
Rationale: Content mandated by accrediting body.
Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **2(1,1)**
General Medical Conditions in Athletic Training Practice I: PR: Enrolled MAT degree program. Clinical skills essential to the practice of athletic training. Clinical skills stressed in this course include the evaluation, recognition, treatment, and referral of general medical conditions/illnesses. *Fall*.
Abbrev: (28 of 30 chars) General Medical Cond in AT I
Discussion with others: General medical conditions relevant to the athletic trainer cannot be taught by another program/department.
Rationale: Content mandated by accrediting body.
Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **2(1,1)**
General Medical Conditions in Athletic Training Practice II: PR: General Medical Conditions in AT Prac I (ATR 5XXXC). Clinical skills essential to the practice of athletic training. Clinical skills stressed in this course include the evaluation, recognition, treatment, and referral of general medical conditions/illnesses. *Spring*.
Abbrev: (29 of 30 chars) General Medical Cond in AT II
Discussion with others: General medical conditions relevant to athletic trainers cannot be taught by another program/department.
Rationale: Content mandated by accrediting body.
Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **3(2,2)**

Therapeutic Interventions in Athletic Training Practice I: PR: Enrolled in MAT degree program. Therapeutic interventions for head, neck, and spine musculoskeletal dysfunction (including brain injury). *Fall*.

Abbrev: (25 of 30 chars) Therap Interventions AT I

Discussion with others: Therapeutic interventions for head, neck and spine (including brain injury) relevant to athletic trainers cannot be taught by another program/department.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **3(2,2)**

Musculoskeletal Evaluation & Diagnosis in Athletic Training Practice II: PR: Musculoskeletal Evaluation & Diagnosis in AT Prac I (ATR 5XXXC). A regional study of evaluation, diagnosis, and immediate treatment of lower extremity injuries. *Spring*.

Abbrev: (28 of 30 chars) Musculosk Eval Diag in AT II

Discussion with others: Musculoskeletal evaluation and diagnosis content related to athletic training practice cannot be taught by other programs/departments.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 5XXXC **HPA-HP** **3(2,2)**

Therapeutic Interventions in Athletic Training Practice II: PR: Therapeutic Interventions in AT Prac I (ATR 5XXXC). Therapeutic interventions for lower extremity musculoskeletal dysfunction. *Spring*.

Abbrev: (29 of 30 chars) Therap Interventions in AT II

Discussion with others: Therapeutic interventions relevant to athletic training cannot be taught by another program/department.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 5XXX **HPA-HP** **1(1,0)**

Athletic Training Research I: PR: Enrolled in MAT degree program. Evidence based practice as well as research methods, ethics and regulations in an effort to identify a meaningful question and concept for a capstone project. *Fall*.

Abbrev: (25 of 30 chars) Athletic Train Research I

Discussion with others: Athletic training research capstones cannot be taught by another program/department.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 5XXX **HPA-HP** **1(1,0)**

Foundational Behaviors of Athletic Training Practice II: PR: Enrolled in MAT degree program. The roles responsibilities of an athletic trainer in the evolving healthcare system; including patient-centered care, collaborative care, and the influence of culture and other social determinants of health on healthcare. *Fall*.

Abbrev: (30 of 30 chars) Found Behaviors of AT Pract II

Discussion with others: Cultural competence relevant to the practice of athletic training

Majors taking course: Master of Athletic Training degree

3(2,2)

Interventions in AT Prac II (ATR 5XXXC). Therapeutic interventions for upper extremity musculoskeletal dysfunction. *Summer*.

Discussion with others: Therapeutic interventions content relevant to athletic training cannot be taught by another program/degree.

Majors taking course: Master of Athletic Training degree

3(2,2)

in AT Prac III (ATR 6XXXC) CR: Co-requisite Practicum IV (ATR 6XXXL). Psychological aspects of rehabilitation and performance are explored. Rehabilitation protocols and evidence-based practices are employed in the context of actual patient care. *Fall*.

Discussion with others: Therapeutic interventions content relevant to athletic training cannot be taught by another program/department.

Majors taking course: Master of Athletic Training degree

1(1,1)

Athletic Training Research II: PR: Athletic Training Research I (ATR 5XXX). Capstone groups will meet regularly, with guidance from a capstone advisor, to create a proposal for a capstone project. *Summer.*

Discussion with others: Athletic training research content relevant to athletic training practice cannot be taught by another program/department.

Majors taking course: Master of Athletic Training degree

1(1,0)

Athletic Training Seminar: CR: Athletic Training Practicum V (ATR 6XXXL). Prepare for the BOC&® examination, review the Standards of Professional Practice, NATA Code of Ethics, and professional development requirements for the entry-level athletic trainer. *Spring.*

Discussion with others: BOC exam preparation and athletic training standards cannot be taught by another program/department.

Majors taking course: Master of Athletic Training degree

1(0,1)

Acute Care in Athletic Training Practice II: PR: Acute Care in Athletic Training Practice I (ATR 5XXXC). Review, update and practice emergency preparedness and the evaluation and

management of acute conditions. This course will be entirely scenario/lab based. *Spring*.

Abbrev: (25 of 30 chars) Acute Care AT Practice II

Discussion with others: Acute care content relevant to athletic training practice cannot be taught by another program/department.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 6XXXC

HPA-HP

4(1,3)

Athletic Training Research III: PR: Athletic Training Research II (ATR 6XXXC). This course requires the student to complete a group capstone project, and disseminate the information as a scholarly product (oral or poster presentation). *Spring*.

Abbrev: (27 of 30 chars) Athletic Train Research III

Discussion with others: Athletic training research content cannot be taught by another program/department.

Rationale: Content mandated by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 6XXXL

HPA-HP

1(0,2)

Practicum in Athletic Training III: PR: Practicum in Athletic Training II (ATR 5XXXL).

Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Focus is on non-sport population, general medical conditions and/or surgical observation. *Summer*.

Abbrev: (19 of 30 chars) Practicum in AT III

Discussion with others: This course does not have conflicting content with any other degree.

Rationale: Content and internship required by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 6XXXL

HPA-HP

9(0,30)

Practicum in Athletic Training IV: PR: Practicum in Athletic Training III (ATR 6XXXL).

Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Focus is on a fully immersed athletic training experience. *Fall*.

Abbrev: (18 of 30 chars) Practicum in AT IV

Discussion with others: Course content does not conflict with any other department.

Rationale: Content and internship required by accrediting body.

Majors taking course: Master of Athletic Training degree

ATR 6XXXL

HPA-HP

4(0,20)

Practicum in Athletic Training V: PR: Practicum in Athletic Training IV (ATR 6XXXL).

Develop knowledge, skills, and attitudes by providing direct care of athletic injuries. Students are supervised by an assigned Preceptor. *Spring*.

Abbrev: (17 of 30 chars) Practicum in AT V

Discussion with others: Content does not conflict with any other department.

Rationale: Content and internship required by accrediting body.

Majors taking course: Master of Athletic Training degree

PHT 6XXX **HPA-HP** **2(0,6)**

Seminar in Anatomical Sciences Techniques: PR: PHT 6115C Gross

Anatomy/Neuroscience or equivalent. Development of skills as an anatomist with an emphasis on integrating a diverse repertoire of scientific technique. *Summer, Fall.*

Abbrev: (23 of 30 chars) Sem Anatomical Sci Tech

Discussion with others: There are no duplications or conflicts. Discussions about possible conflicts have been conducted with faculty and administration with COM and BSBS. All units are in mutual support. Collaboration between DPT and COM is high, as they wish to encourage their students to train under this proposed course. See e-mails submitted with Graduate Certificate proposal.

Rationale: Nationally, there is a shortage of faculty trained and experienced in gross anatomy instruction. Numerous professional healthcare programs all require human anatomy as a part of their core curriculum. This course will produce students with the knowledge and skills necessary to be an effective anatomist in the laboratory. Students trained in this course will be experienced for an academic career with distinct expertise in anatomy/human gross anatomy.

Majors taking course: None

PHT 6XXX **HPA-HP** **1(1,0)**

Administration of Anatomical Sciences Laboratory: PR: PHT 6115C or equivalent.

The course focuses on developing administrative skills as an educator in the anatomical sciences emphasizing laboratory safety, health concerns, and cadaver procurement and storage. *Summer, Fall.*

Abbrev: (23 of 30 chars) Admin of Anatom Sci Lab

Discussion with others: There are no duplications or conflicts. Discussions about possible conflicts have been conducted with faculty and administration with COM and BSBS. All units are in mutual support. Collaboration between DPT and COM is high, as they wish to encourage their students to train under this proposed course.

Rationale: Nationally, there is a shortage of faculty trained and experienced in gross anatomy instruction. Numerous professional healthcare programs all require human anatomy as a part of their core curriculum. This course will produce students with the knowledge and experience to safely and successfully operate and administrate a gross cadaveric anatomy laboratory. Students trained in this course will be experienced for an academic career with distinct expertise in anatomy/human gross anatomy.

Majors taking course: None

3(3,0)

Economic Principles for Public Policy and Management: PR: Admission to Graduate Certificate in Public Budgeting or Master of Public Administration. Economic concepts, relationships, and methods of analysis that are relevant for public sector management decisions and policy analysis; usefulness of economic analysis in Public Sector decision making. *Spring, Summer, Fall.*

Abbrev: (29 of 30 chars) Eco Prin for Pub Pol and Mgmt

Discussion with others: None

Rationale: Students in public sector must have knowledge of economic concepts as they relate to decision making

Majors taking course: Graduate Certificate in Public Budgeting and Finance

3(3,0)

Revenue Policy and Administration: PR: Admission to Graduate Certificate in Public Budgeting and Finance or any School of Public Administration graduate degree program or C.I. Political and economic aspects of tax administration, tax policy and fundamentals of tax legislations with emphasis on state and local government. *Spring, Fall.*

Abbrev: (25 of 30 chars) Revenue Policy and Admin.

Discussion with others: No conflicts foreseen

Rationale: Importance of understanding Revenue Policies and administration in Public Sector

Majors taking course: Graduate Certificate in Public Budgeting and Finance

3(3,0)

Public Capital and Debt : PR: Admission to Public Budgeting and Finance Graduate Certificate or any degree program in the School of Public Administration or C.I. Financial economic theories and financial management techniques to solve complex financing problems in securities markets; development of innovative financing techniques. *Occasional*.

Abbrev: (23 of 30 chars) Public Capital and Debt

Discussion with others: None, course is specific to Public Organizations

Rationale: Create better understanding of Capital and Debt issues in Public Organizations

Majors taking course: Elective course

3(3,0)

Fundamentals of Public Sector Accounting: PR: Admission to Public Budgeting and Finance Graduate Certificate or any graduate degree program in the School of Public Administration or C.I. Emphasizes municipal entity fund accounting; development and use of financial statements, transaction evaluation, accounting rules and procedures. *Occasional.*

Abbrev: (30 of 30 chars) Fundment Public Sector Account

Discussion with others: Department of Accounting

Rationale: To provide basic knowledge of Public Sector Accounting to students interested in Public Service

Majors taking course: Elective option for Graduate Certificate in Public Budgeting and Finance

SOW 5XXX

HPA-SOWK

3(3,0)

Clinical Evaluation for Social Workers: PR: Admission to MSW program. This course helps students think critically about mental health services by analyzing the factors that influence global behavioral health policies. *Spring, Summer, Fall.*

Abbrev: (28 of 30 chars) Clinical Eval Social Workers

Discussion with others: Anthropology, Counseling Education, Sociology, and Psychology were all contacted (by email) and no conflicts were reported.

Rationale: The faculty of the School of Social Work agreed that because of the clinical program, it is important to include a class that addresses mental health and behavioral health as opposed to policy analysis (SOW 6246). This course is in line with UCF's mission of "advocating for policy changes that improve the health and welfare of the community."

Majors taking course: Social Work

SOW 5XXX

HPA-SOWK

3(3,0)

Human Behavior in the Social Environment: PR: Admission to MSW program. Study of human development and psychosocial functioning of individuals, groups, families and communities with particular attention to implications of human diversity. *Spring, Summer, Fall.*

Abbrev: (30 of 30 chars) Human Behavior Social Envirnmt

Discussion with others: None, this is a combination of two existing courses.

Rationale: During a program review it was determined that having a Human Behavior in the Social Environment I and Human Behavior in the Social Environment II course is redundant as the material in Human Behavior in the Social Environment II is covered in Human Behavior in the Social Environment I and in other classes in the curriculum (5305, 5306, 5235). Therefore the MSW program is combining the two courses and creating one Human Behavior in the Social Environment class

Majors taking course: Social Work

SOW 6XXX

HPA-SOWK

3(3,0)

Program Evaluation in Social Work Practice: PR: SOW 5404. Students will learn to critically analyze and apply specific research designs and analytical methods for systematic evaluation of clinical interventions, services, and programs. *Spring, Summer, Fall.*

Abbrev: (30 of 30 chars) Program Evaluation SW Practice

Discussion with others: Anthropology, Clinical Psychology, Counseling Education have all stated (by email) that there are no conflicts.

Rationale: The faculty of the School of Social Work agree that the MSW program should include a second research class. This is consistent with the majority of MSW programs across the nation. One of the core competencies mandated by the Council on Social Work Education is "engage in research informed practice and practice informed research." The addition of this course will strengthen that outcome.

Majors taking course: Social Work

College of Medicine Course Additions

MDE 8XXX **COM-MED** **6(6,0)**

In-Patient Medicine Elective: PR: completion of the M3 year. Students will be assigned to an in-patient team consisting of a medical resident and a teaching hospitalist. Students will follow assigned patients throughout their hospitalization and be responsible along with the resident for their care. *Spring, Summer, Fall.*

Abbrev: (28 of 30 chars) In-Patient Medicine Elective

Majors taking course: none

MDE 8XXX **COM-MED** **6(6,0)**

Interventional Pain Medicine Elective: PR: Completion of M3 year. Four week elective rotation providing clinical experience in an outpatient setting in the field of interventional medicine. *Spring, Summer, Fall.*

Abbrev: (37 of 30 chars) Interventional Pain Medicine Elective

Majors taking course: none

MDE 8XXX **COM-MED** **6(6,0)**

Introduction to Trauma and Surgical Critical Care Elective: PR: completion of M3 year. This course will expose students to the multidisciplinary nature of modern trauma care while providing ample opportunity to learn and understand core principles of trauma, critical care, and emergency general surgery. *Spring, Summer, Fall.*

Abbrev: (33 of 30 chars) Intro to Trauma and SICU Elective

Majors taking course: none

MDI 8XXX **COM-MED** **6(6,0)**

Acting Internship in Emergency Medicine: PR: Completion of M3 clerkships. This 4 week rotation introduces the student to initial evaluation, workup, diagnostic ordering and treatment of patients presenting in the emergency department. *Spring, Summer, Fall.*

Abbrev: (24 of 30 chars) AI in Emergency Medicine

Majors taking course: None

College of Nursing Course Additions

Tabled 1/25/2017. Needs discussion with COHPA and with COM Biomedical Sciences.

NGR 7XXX **CON-ALL** **3(3,0)**

Research Grants Process and Proposal Writing II: PR: NGR 7916. Development and funding programs of research that focuses on refinement of student research trajectories and grantsmanship for small research grant funding. *Spring.*

Abbrev: (30 of 30 chars) Research Grant Proc/Writing II

Rationale: Required new course for new BSN-PhD track.

Majors taking course: BSN-PhD

College of Sciences Course Additions

PHZ 6XXX

COS-PHYS

3(3,0)

Interfacial Physics: PR: Graduate standing and PHY 5606, or CI. A conceptual understanding of fundamental electronic and structural characteristics relevant to surfaces and the experimental methodologies used to investigate them. *Odd Fall*.

Abbrev: (19 of 30 chars) Interfacial Physics

Discussion with others: The MSE program within CECS offers a similarly described class (EMA 5108), entitled "Surface Science." I contacted the last instructor of record (Sudipta Seal, Sp '03 and F '04) to inquire about the status of the course and to get his feedback about adding something similar in physics. Prof. Seal informed me that MSE will retain its class for future use, but that it is specifically tailored to suit MSE students. My course is similarly designed to suit students from physics, and the two are expected to remain mutually exclusive enough to avoid conflicts. In addition, my predecessor (Beatriz Roldan), developed a course (PHZ 5108; offered in Sp '08 and F '12) that was also similar in nature, but much narrower in scope (likely as a result of being tied to a successful NSF Career Award proposal). Rather than just "Nanoscale Surface Physics," my class aims to address "Surface Physics." By offering a broader overview, I am hoping to beneficially impact the subsequent careers of a larger subset of our graduate student population with research interests far wider than those of myself as the instructor, which may, in turn, benefit a larger subset of the research active faculty within the department.

Rationale: A critical mass of surface-science research groups now exist within physics to support a course solely devoted to enhancing our students' fundamental understanding of interfacial phenomena, while providing a broad overview of the methodologies used to investigate them. Experimental groups likely to benefit directly from such a class include: Bennett, M. Chini, Del Barco, Ishigami, Kaden, Khondaker, Nakajima, Neupane, Peale, and Vaida (6 of these 11 have joined the department within the last 2 years). Furthermore, 5 theory groups with strong surface-science overlap may also greatly benefit from having this course offered within physics (Kara, Mucciolo, Rahman, Schelling, and Stolbov). With 16 groups and a conservative estimate that each group will add one student every 3 years, I project to have a demand of 10 students per offering. At least one of our most recent hires (Feng) has also expressed an interest in teaching the class as initially laid out. Two more senior-level faculty will also help broaden the scope of the class to also address soft-matter and liquid-solid interfacial phenomena (Tatulian and Bhattacharya).

Tabled 1/25/2017. Needs responses from Nursing and Political Science.

SYD 6XXX

COS-SOC

3(3,0)

Social Inequalities and Reproductive Health: PR: Graduate standing or C.I. Sociological investigation of inequalities in reproductive health. Focuses on how inequalities (race, class, gender, sexuality), institutions and ideologies shape reproductive options, experiences and outcomes. *Occasional*.

Abbrev: (25 of 30 chars) Inequalities Repro Health

Discussion with others: Social Work, Anthropology, Political Science and Nursing were contacted. No response from Nursing or Political Science. Emails attached.

Rationale: Contributes to the two department areas of concentration of Social Inequalities and Health, Families and Community.

SYO 6XXX **COS-SOC** **3(3,0)**

Medical Sociology: PR: Graduate standing or C.I. Theory and research in medical sociology; systematic overview of salient sociological issues in health and medicine. *Occasional.*

Abbrev: (17 of 30 chars) Medical Sociology

Discussion with others: College of Medicine, Anthropology and Nursing have been contacted and given approval. See attached emails.

Rationale: This course will be an addition to the Health, Families and Communities doctoral concentration. More courses, particularly in health, are needed in this concentration. This class can also be used at the MA level as a restricted elective.

2. Special Topics Additions

College of Education and Human Performance Special Topics Additions

EDG 6938 **ED-TL&L** **1(1,0)**

ST: Exploring Educational Issues during Study Abroad: PR: Graduate standing or C.I. This course is a guided field experience in a study abroad program designed to provide students with a greater appreciation of that country's challenges and successes. The course will include

academic surveys of the history, culture, economics, politics, and social/cultural factors impacting the countries education and overall development. Students will also participate in an extended field experience in primary or secondary schools of that country. *Occasional.*

Abbrev: (30 of 30 chars) ST: Explore Ed Issue during SA

Discussion with others: This is a unique Field Experience class held for a specific population of students, so there would be no overlap.

College of Engineering and Computer Science Special Topics Additions

TTE 6938 **ECS-CECE** **3(3,0)**

ST: Data Science in Smart Cities: PR: STA 5206 or C.I. Cities as complex systems, urban geo-location data collection and processing, data exploration through visualization, spatio-temporal data mining, mobility models, activity pattern recognition, and Urban network models. *Occasional.*

Abbrev: (29 of 30 chars) ST: Data Science Smart Cities

Discussion with others: Dr. Leavens in Computer Science commented "We have no objections, as long as the course does not turn into a semester long course on Python." The instructor has discussed with the members of the transportation division of CECE who have acknowledged the importance of such a course because of the emerging datasets in the field of transportation engineering and potential applications of such datasets to building smart cities.

College of Sciences Special Topics Additions

PCB 5937

COS-BIOL

3(3,0)

ST: Remote Sensing for Conservation Biology: PR: Graduate standing or C.I. Airborne and satellite systems and associated topics including pre-processing, classification, and accuracy assessment techniques with applications for conservation biology and environmental sciences. *Occasional*.

Abbrev: (20 of 30 chars) ST: Rem Sens Con Bio

Rationale: Several units (Anthropology, Engineering, Sociology) with remote sensing interests and/or courses were provided the syllabus and asked if they had any concern of redundancy. No concerns from Anthropology and Sociology were raised. Dr. Bassiouni from Computer Science noted that EEL 5432 Satellite Remote Sensing had some overlap with the proposed course. After further discussion, Electrical and Computer Engineering did not object. The course was also supported by Civil, Environmental, & Construction Engineering, Mechanical & Aerospace Engineering, Materials Science & Engineering, Industrial Engineering & Management Systems, and Computer Science. Emails attached.

3. Course Revisions

College of Arts and Humanities Course Revisions

TSL 6940

ESOL Practicum

3(3,0)

PR: Graduate standing or C.I.

Techniques and strategies for creating effective lesson plans for ESOL classroom activities. Graded S/U.

Rationale: Update to description.

College of Engineering and Computer Science Course Revisions

~~EEL 6255~~

Advanced Power Systems Analysis

3(3,0)

EEL 5XXX

PR: EEL 4216 or C.I.

~~Continuation~~ This is an advanced course in power systems engineering, designed to provide a student with the knowledge of EEL 4216. Topics to include symmetrical and unsymmetrical fault analysis, steady-state analysis in power system estimation and control and power system stability. operation.

Term Offered: ~~Occasional~~ Odd Spring

Rationale: This course is currently listed as a 6000 level graduate course. It is a fundamental course for graduate students in power systems, as well as an advanced course for senior students interested in power area. It is proposed to change to a 5000 level course that both senior and graduate students can take.

College of Sciences Course Revisions

CHM 6936

Graduate Chemistry Seminar

1(1,0)

PR: C.I.

~~A topic of current chemical interest~~ Students attend faculty-level seminars for multiple semesters dictated by their program. Students will be presented by students at a regularly scheduled departmental seminar. May be repeated for credit. need to complete CITI during first semester. Term Offered: ~~Occasional~~ Fall, Spring

Graded SU: ~~No~~ Yes

Discussion with others: None.

Rationale: The current course involves preparing and presenting a literature-based seminar over two semesters while attending seminars by faculty, invited speakers, and students. The current faculty feels that there should be more focus on research and a more extended period of attending professional seminars. It is also felt that the presentations for candidacy and of the dissertation is sufficient practice in public presentation. Without a seminar to grade, it seems more appropriate to use S/U grading, rather than A-F. The program will be revised to account for the increase in seminar credits by reducing research credit.

Majors taking course: Chemistry M.S. and Ph.D.

4. Course Deletions

College of Medicine Course Deletions

MDE 8943

COM-MED

6(6,0) Clinical Science Review I & II PR: Required

course for students who did not pass the end-of-year M3 OSCE. This comprehensive course will consist of an in-depth review and application in the clinical science areas focused on the improvement of clinical skills.

Rationale: In order to remain consistent in our policies, as we do not give academic credit for remediation in any other medical year, we are no longer offering this course to students.

5. Course Continuations