



UCF Graduate Council

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CURRICULUM COMMITTEE MINUTES

Minutes of January 25, 2017 meeting	
Members Present	Diane Andrews, Steven Ebert, Charles Kelliher, Elsie Olan, Jennifer Sandoval, Asli Tasci, Joshua Troche, John Weishampel
Recorder	Debra Winter
Guests Present	Viki Kelchner, Taylor Ellis, Mark Dickie, Jana Jasinski, Harry J. Paarsch, Michael Mousseau, Aubrey Jayanama, Michele Upvall, J. P. Mendez, Ross Wolf, Mindy Shoss, Ranetta Guinn, Tim Hawthorne, Shawn Lawrence, Julia Listengarten, Keith Folse, Donna Neff, Ty Matejowsky
Staff Members	Michele Pozdoll
Files	2017-01-25 Course Minutes  2017-01-25 Materials and Supplies Fees Minutes 

Welcome and call to order. Dr. Kerry Purmensity, chair, called the meeting to order at 2:35 p.m. and welcomed the committee and guests. A quorum was established. The minutes (curriculum, course, M&S fees) from the November 9, 2016 meeting were reviewed and approved.

Revision to CAH ESOL Endorsement K-12 Graduate Certificate, effective Fall 2017. Dr. Keith Folse gave background for the move of the ESOL certificate from CAH to CEHP and noted that the colleges were in agreement that CEHP was better equipped to do the required documentation. The certificate will move from the Modern Languages department to the School for Teaching, Learning, and Leadership, and the CIP code will remain the same. This request received unanimous approval.

Revision to CAH Theatre MFA, Acting track, effective Fall 2017.

Addition of CAH split level course: TPP 4223C/TPP 5XXXC in Theatre MFA, Acting track. (The undergraduate course is already established.)

Dr. Julia Listengarten stated that the MFA revisions were related to recommendations from reviewers and the associated split level course was requested to include graduate students in the course that is currently being offered to undergraduates to help prepare students for internships. These two requests received unanimous approval.

Revision to CBA Accounting MSA, effective Fall 2017. Drs. Taylor Ellis and Charles Kelliher described the changes in additional program requirements regarding grade requirements and not allowing 5000-level courses to count toward both bachelor's and master's degrees due to Florida's CPA licensing requirements. This request received unanimous approval.

Revision to CBA Economics MS, effective Fall 2017. Drs. Harry Paarsch, Mark Dickie and Taylor Ellis attended to explain the changes to update the curriculum of the recently reactivated Economics MS to reflect recent developments in quantitative business. The program is removing the thesis option and offering a 12-month, 30-hour nonthesis program, with 6 credit hours of capstone work in business analytics. This request received unanimous approval.

Revision to CBA Entrepreneurship Graduate Certificate, effective Summer 2017.

Temporary Suspension of CBA Technology Ventures Graduate Certificate, effective Summer 2017.

Dr. Ellis described the changes to update the Entrepreneurship certificate with new courses with a new ENT course prefix that combine curriculum for the Entrepreneurship and Technology Ventures certificates. The Technology Ventures Certificate is being suspended. These two requests received unanimous approval.

Revision to COS Security Studies PhD, effective Fall 2017. Dr. Michael Mousseau stated that the language requirement has been a problem for some students, so the program wanted to offer an alternative: taking a methods course (either in the program or in another UCF program) approved by the graduate program director. Dr. Ebert asked if this change was in line with comparable programs nationwide, and Dr. Mousseau responded that the Security Studies PhD is a unique program. This request received unanimous approval.

Revision to COS Political Science MA, effective Fall 2017. Dr. Mousseau explained the program was deleting a core course and reducing core courses from 15 to 12 credit hours; increasing electives from 12 to 15 credit hours; and revising the nonthesis option to a capstone research paper. The committee discussed the capstone requirement that did not have an associated course and whether program faculty would be willing to engage in committee responsibility for these capstone students without the credit hours. The committee tabled this Program Recommendation Form and asked for documentation showing the program faculty's agreement with this curriculum request. Later, the program withdrew the nonthesis/capstone changes and asked that the core and elective course changes be approved. This request was approved by Dr. Purmensity with support from Drs. Weishampel and Jensen.

Revision to COS Industrial and Organizational Psychology PhD, effective Fall 2017. Dr. Mindy Shoss described the program's request to increase the total hours from 72 to 75 credit hours, so a 3-credit hour teaching seminar could be added to supplement the university GTA training. The program is also replacing a 6000-level core course with a more appropriate 7000-level course. This request received unanimous approval.

Inactivation of COS Maya Studies Graduate Certificate, effective Summer 2017. This request received unanimous approval. Dr. Ty Majowsky stated that the faculty supporting this certificate had left UCF and the program did not have faculty to continue the certificate. This request received unanimous approval.

Addition of COS split level course: SYA 4XXX/5XXX Participatory Geographic Information Systems in Belize. (The undergraduate course has also been submitted in UC².) Dr. Tim Hawthorne gave an overview of this new split level course. This request received unanimous approval.

Materials and Supplies Fee Requests. UCF is not allowing increases or new materials and supplies fee requests this year. The committee reviewed the Graduate M&S Fee Agenda, which included a list of fees for five-year review. The committee approved all fee requests (10 at same rate, 1 at decreased rate) on the January 25 agenda.

Courses and special topics. For a list of approved courses, see the attached course minutes.

Adjournment. The meeting adjourned at 4:00 p.m. The next meeting is on February 8, 2017.

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Graduate M&S Fees Agenda – Minutes

January 25, 2017

Highlight = decreased fee

College	Course	Title	Current Fee	Requested Fee	Approved Fee
COM	BSC 6407C	Laboratory Methods in Molecul...	\$ 70.00	\$ 70.00	\$70.00
COM	MCB 5772C	Methods in Biotechnology	\$ 70.00	\$ 70.00	\$70.00
CON	NGR 5003L	Advanced Health Assessment...	\$ 45.00	\$ 45.00	\$45.00
CON	NGR 6063C	Advanced Skills for the Manage...	\$ 45.00	\$ 45.00	\$45.00
COS	PCB 6053C	Restoration Ecology	\$ 70.00	\$ 70.00	\$70.00
COS	ZOO 5463C	Herpetology	\$ 60.00	\$ 49.00	\$49.00
ECS	EEE 5332C	Thin Film Technology	\$ 70.00	\$ 70.00	\$70.00
ECS	EEE 5356C	Fabrication of Solid-State Devi...	\$ 70.00	\$ 70.00	\$70.00
ECS	EEL 5439C	RF and Microwave Communic...	\$ 40.00	\$ 40.00	\$40.00
ECS	EEL 6425C	RF and Microwave Measurem...	\$ 40.00	\$ 40.00	\$40.00
ECS	EML 6305C	Experimental Mechanics	\$ 25.00	\$ 25.00	\$25.00

Course Minutes – January 25, 2017

All courses have been approved unless otherwise notes. Any notations refer to the course below the notation. New courses related to 2/8/2017 agenda items have been removed.

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.

Split Level Course. Approved 1/25/2017.

TPP 5XXXC **CAH-THEA** **3(2,2)**
Theatre Careers in Performance: PR: Admission to the MFA and MA programs in Theatre. Techniques needed to secure employment in performance or related fields. *Even Spring.*
Abbrev: (30 of 30 chars) Theatre Careers in Performance
Rationale: There are currently two sections of THE 6086C: Careers in Professional Theatre. Each covers different coursework depending on the student's graduate program (MA versus MFA). The MFA section differs significantly and cannot be taught with non-performance graduate students (MA and MFA Theatre for Young Audience students). Therefore, we propose to add TPP 5XXXC Theatre Careers in Performance as a new course which will focus on career development in performance specifically for the MFA Acting students. This new course will need to be offered together with the 4000-level course of the same name (TPP 4223C Theatre Careers in Performance) since the most knowledgeable person to teach this proposed course is Jim Helsing, who specializes in performance and is already teaching the undergraduate version of this course. He is open to combining this section with the graduate section. Combining classes will also prevent the department from hiring an adjunct to teach the graduate course. The requirements for graduate students will reflect the rigor and quality of the graduate program of study.
Majors taking course: Acting MFA students

College of Business Administration Course Additions

ACG 6XXX

BA-ACCT

3(3,0)

Financial Statement Analysis: PR: Graduate standing and completion of all business and accounting foundation core courses. Analysis of business and financial information to develop financial analysis abilities and enhance understanding of the relationships between business strategies, processes, and financial information. *Spring, Fall.*

Abbrev: (28 of 30 chars) Financial Statement Analysis

Discussion with others: Yes, no conflicts

Rationale: There are two reasons why this course is being offered: first, to fill out the curriculum in this area. Students learn about financial statement analysis as a topic in ACG 4803 Advanced Issues in Accounting; however, there is not course that solely focuses on this topic for accounting and this class will provide that increased coverage to our curriculum. Second, to provide more elective choices to our MSA students more electives for the MSA students.

Majors taking course: Elective course for MSA students

ECO 5XXX

BA-ECON

3(3,0)

Introduction to Business Analytics: PR: Admission to the Master's in Economics or C.I. Students are introduced to important tools of business analytics; first, UNIX, SQLite, and Python; then analyzing data using R and implementing numerical methods using Python. *Fall.*

Abbrev: (27 of 30 chars) Intro to Business Analytics

Discussion with others: Discussed with Statistics and Industrial Engineering.

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics is a relatively new subfield of data science that is informed by computer science, applied mathematics and statistics, specifically, algorithmics, databases, and programming, numerical methods, and statistical techniques. It differs from other subfields of data science in that it is informed by principles of economics. Thus, courses in business analytics complement training in economics. Particularly important in business analytics are methods of econometric analysis and models of incomplete information that are central to the MS-Economics program. ECO 5XXX sets the stage for the coupling training in economics and business analytics by introducing students to how business analytics fits into a businesses ecosystem.

Majors taking course: MS students in Economics

ECO 6XXX

BA-ECON

3(3,0)

Capstone in Business Analytics I: PR: Admission to the Master's in Economics or C.I. Provides students with the culminating academic experience, a forum in which to develop and carry out research of a well-defined business analytics problem. *Occasional.*

Abbrev: (27 of 30 chars) Capstone in Bus Analytics I

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics differs from most subfields of data science in that it is informed by principles from economics, particularly the models of economic behavior and methods of econometric analysis that are central to the MS-Economics program. In ECO 6XXX Capstone I and ECO 6XXX Capstone II, students will have the opportunity to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program. Students will be required

to pose a relevant problem, develop the necessary economic theory to provide an interpretation of the empirical specification used; gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which the research and the conclusions are presented in a convincing manner.

Majors taking course: MS students in Economics

ECO 6XXX **BA-ECON** **3(3,0)**

Capstone in Business Analytics II: PR: Admission to the Master's in Economics or C.I., Capstone I. Provides students with continuing culminating academic experience, a forum in which to write-up as well as present research of a well-defined business analytics problem. *Occasional.*

Abbrev: (28 of 30 chars) Capstone in Bus Analytics II

Rationale: In an effort to make graduates of the MS-Economics program more employable, we seek to update the program to include new courses in business analytics. Business analytics differs from most subfields of data science in that it is informed by principles from economics, particularly the models of economic behavior and methods of econometric analysis that are central to the MS-Economics program. In ECO 6XXX Capstone I and 6XXX Capstone II, students will have the opportunity to develop, carry out, and write up research of a well-defined problem in business analytics using the tools developed in the program. Students will be required to pose a relevant problem, develop the necessary economic theory to provide an interpretation of the empirical specification used; gather and organize the relevant data; train, validate, and test the empirical specification; and write a report in which the research and the conclusions are presented in a convincing manner.

Majors taking course: MS students in Economics

ENT 5XXX **BA-MAN** **3(3,0)**

New Venture Design: PR: Graduate standing or C.I. Applies contemporary methodologies to guide the creation, validation, and ongoing development of new business models for startup businesses and other new ventures. *Fall.*

Abbrev: (18 of 30 chars) New Venture Design

Discussion with others: None of which we are aware

Rationale: This course provides contemporary "lean startup" entrepreneurship methodologies to students that are endorsed by startup ecosystems, major corporations, and the NSF in their I-Corp program.

Majors taking course: Entrepreneurship Graduate Certificate

ENT 5XXX **BA-MAN** **3(3,0)**

New Venture Implementation: PR: ENT 5XXX New Venture Design. Explains how to execute a well-researched business model by implementing required and strategic actions necessary to launch a new venture. *Spring.*

Abbrev: (26 of 30 chars) New Venture Implementation

Discussion with others: None of which we are aware

Rationale: This course offers a highly experiential opportunity for students to engage with many critical issues/tasks related to venture launch.

Majors taking course: Entrepreneurship Graduate Certificate

ENT 5XXX **BA-MAN** **3(3,0)**

Technological Entrepreneurship: PR: Graduate standing. Examines how technology and innovation processes affect social and organizational change, and the distinct challenges associated with launching, managing and growing technology-based business ventures. *Spring.*

Abbrev: (30 of 30 chars) Technological Entrepreneurship

Discussion with others: None of which we are aware

Rationale: Technology ventures have a number of unique challenges to address related to design and adoption, sources of investment, intellectual property, sources of risk, strategic alliances, etc. that are not thoroughly addressed by other courses.

Majors taking course: Entrepreneurship Graduate Certificate

ENT 6XXX

BA-MAN

3(3,0)

Innovation and Entrepreneurship Strategy: PR: Graduate standing. An in-depth examination of strategies that promote the diffusion of innovations and the success of innovation-driven business and social ventures. *Summer, Fall.*

Abbrev: (28 of 30 chars) Innovation & Entrep Strategy

Discussion with others: None of which we are aware

Rationale: This course provides a sophisticated exploration of business strategies associated with launching, growing and managing innovation-driven enterprises. Innovation-driven ventures face unique challenges with respect to educating consumers, accelerating diffusion, scaling operations, and addressing obsolescence not addressed in other courses.

Majors taking course: Entrepreneurship Graduate Certificate

College of Education and Human Performance Course Additions

Approved 1/25/2017.

Tabled 10/26/2016. Needs discussion with Communication Sciences and Disorders and with Psychology; discussions completed.

EEX 6XXX

ED-CFCS

3(3,0)

Advanced Behavior Analysis: PR: EEX 6612. This course prepares practitioners to use the principles of advanced behavior analysis (ABA) to assess and teach communication skills to individuals with autism and develop knowledge of current augmentative and alternative communication (AAC) technology. *Summer.*

Abbrev: (3 of 30 chars) ABA

Discussion with others: At this time, there are no courses on the books at the advanced behavior analysis level. The EEX 6612 methods of behavior management is a required course prior to entering the Advanced behavior analysis course. Content in the new course will build off of EEX 6612 into more advanced and complex systems of behavior analysis.

Majors taking course: Project ASD: Certificate Program in Autism Spectrum Disorders.

College of Engineering and Computer Science Course Additions

Approved 1/25/2017.

Tabled 10/26/2016, with 1 opposed. Needs discussion with Biomedical Sciences; discussion completed.

EEL 5XXX

ECS-ECE

3(3,0)

Advanced Bioelectronics Systems: PR: EEE 4309C or C.I. Advanced bioelectronics systems and techniques that enable recent biophysical and biomedical research will be discussed. *Spring.*

Abbrev: (30 of 30 chars) Advanced Bioelectronics System

Discussion with others: Discussed with Biomedical Engineering and with NSTC; no overlaps or conflicts found. Discussed with Biomedical Sciences, which requested revisions in the syllabus; Dr. Kim revised the syllabus.

Rationale: In recent years, electronics systems and instrumentations became an essential tool for the advances in biotechnology and biosciences that deal with numerous issues associated with noise, gain-bandwidth and throughput, for instance, single-cell electrophysiology and single-molecule measurement. As the industrial and academical interests grow rapidly in biotechnology, students advancing their career in biotechnology need fundamental understanding of common challenges and techniques in advanced bioelectronics systems. Especially with UCF starting a Biomedical Engineering program for MS (and Ph.D. in the future), this class will give a strong presence of Electrical and Computer Engineering to students who have interest in the field of Biomedical Engineering.

EEL 5XXX

ECS-ECE

3(3,0)

Fundamentals of Wireless Communications: PR: EEL 4515C and EEL 3XXX Introduction to Randomness. Large and small scale radio propagation effects, performance of digital modulation over wireless channels, capacity analysis of wireless channels, signal processing techniques to mitigate fading effects and improve performance of wireless systems (diversity techniques, adaptive modulation, multiple antenna and MIMO systems). *Even Spring.*

Abbrev: (26 of 30 chars) Fundamentals Wireless Comm

Rationale: The topics covered in this course are not currently offered in other courses at UCF. The course is very useful for ECE undergraduate students seeking positions in Telecommunication industries or research related to wireless or mobile communications.

EEL 6XXX

ECS-ECE

3(3,0)

Modeling and Analysis of Networked Cyber-Physical Systems: PR: Graduate standing and (EEL 4781 or EEL 4515C) or C.I. Analysis, modeling and design of networked cyber-physical systems such as intelligent transportation systems and industrial control networks; stochastic hybrid systems, continuous and discrete system modeling approaches; industry standards in transportation, smart grid, industrial control, and their use and implication in design of distributed systems. *Spring.*

Abbrev: (29 of 30 chars) Modeling Analysis Network Sys

Rationale: The course covers advanced topics in modeling and design of networked systems such as intelligent transportation systems and industrial networks. The subjects covered in this course are not currently offered in other courses at UCF. The material for the course has been revised over the past 5 years (at West Virginia University) based on the input from students and as the field has progressed and matured. The content is in particular of immediate value to students seeking positions in either industry or research related to connected vehicles, smart grid or industrial control. I have received feedback from several graduate students indicating their success due to familiarity with some of the industry related concepts that were taught in this course.

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

SOW 6XXX

HPA-SOWK

2(0,2)

Full Time Clinical Field Education II: PR: Admission to MSW program. Field education for full-time Master of Social Work students; includes supervised practice of social work in an agency for 300 clock hours. *Spring, Summer, Fall.*

Abbrev: (20 of 30 chars) FT Clin Field Edu II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

SOW 6XXX

HPA-SOWK

2(2,0)

Part Time Clinical Field Integrative Seminar I : PR: Admission to MSW program; CR: Part-time Clinical Field Education I. Field education seminar course for part time MSW clinical students. *Spring, Summer, Fall.*

Abbrev: (23 of 30 chars) PT Clin Field Int Sem I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

SOW 6XXX

HPA-SOWK

1(1,0)

Part Time Clinical Field Integrative Seminar II: PR: Admission to MSW program; CR: Part-time Clinical Field Education II. Field education seminar course for part time MSW clinical students. *Spring, Summer, Fall.*

Abbrev: (24 of 30 chars) PT Clin Field Int Sem II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

SOW 6XXX

HPA-SOWK

2(2,0)

Part Time Clinical Field Integrative Seminar III : PR: Admission to MSW program; CR: Part-time Clinical Field Education III. Field education seminar course for part time MSW clinical students. *Spring, Summer, Fall.*

Abbrev: (25 of 30 chars) PT Clin Field Int Sem III

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Social Work

SOW 6XXX

HPA-SOWK

1(0,1)

Part Time Clinical Field Education I : PR: Admission to MSW program. Field education for

part-time Master of Social Work students; includes supervised practice of social work in an agency for 200 clock hours. *Spring, Summer, Fall.*

Abbrev: (19 of 30 chars) PT Clin Field Edu I

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

SOW 6XXX **HPA-SOWK** **1(0,1)**

Part Time Clinical Field Education II : PR: Admission to MSW program. Field education for part-time Master of Social Work students; includes supervised practice of social work in an agency for 200 clock hours *Spring, Summer, Fall.*

Abbrev: (20 of 30 chars) PT Clin Field Edu II

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

SOW 6XXX **HPA-SOWK** **1(0,1)**

Part Time Clinical Field Education III : PR: Admission to MSW program. Field education for part-time Master of Social Work students; includes supervised practice of social work in an agency for 200 clock hours *Spring, Summer, Fall.*

Abbrev: (21 of 30 chars) PT Clin Field Edu III

Discussion with others: None

Rationale: The faculty has agreed that because students are in both a field placement and a physical field class that they should earn a grade for each.

Majors taking course: Master's of Social Work

College of Medicine Course Additions

MCB 6XXX **COM-BSBS** **4(4,6)**

Clinically Oriented Human Anatomy: PR: Human Anatomy ZOO 3733 or equivalent. Clinically Orientated Human Anatomy (COHA) is an advanced course focusing on integrated functional anatomy by means of problem-based learning and project-based learning. *Summer.*

Abbrev: (16 of 30 chars) Clinical Anatomy

Discussion with others: There is a cadaver-based graduate anatomy course in PT doctorate program that is offered in two semesters in COHPA. This current course was discussed with the PT people and it seems it is not competing with their anatomy. Since PT students or those in a new certificate program that the PT is developing must take their anatomy. The PT anatomy course admits a small number of selected students with specific aims: the PT program or the new certificate program. However, our course helps train students who wish to continue their studies in other professional areas such as medicine, dentistry, physician assistant and others including the PhD programs. Clinical anatomy in BSBS offers a virtual anatomy course using anatomage in the lab. The lecture in this course is delivered solely by problem-based learning and the lab conducts project-based learning.

Rationale: One of the advanced method of anatomy education is teaching it in an integrated way

through problem-based learning (PBL). Such graduate anatomy course with PBL doesn't exist in BSBS and there is no identical course with the goal of preparing students for professional schools.

Clinically Oriented Human Anatomy (COHA) focuses on macroscopic and major microscopic morphology of human systems in a clinical approach. Basic understanding of biology and anatomy is imperative for this course. COHA is designed to provide an advanced understanding of the structural organization of tissues and organ systems and emphasizes the dynamic relationships between structure and function in a clinical approach. This course concentrates on non-traditional pedagogies by application of both problem-based learning and Project-based learning that directs students in a path that deepens their content knowledge and enhances critical thinking that they need in the future. Students learn anatomy purely by problem-based learning in lectures and are given a real world project in the lab to work in a group to learn all aspects of the project including the structural and functional basis of specific parts of the body, blood supply, venous and lymphatic drainages and innervations and alterations during a disease state. Students ask questions, research, collaborate, give each other feedbacks and then communicate by giving the best advice they can give to the class by presentations in the class and in the public.

Majors taking course: Biomedical Sciences

MDE 8XXX **COM-MED** **6(6,0)**
General Thoracic Surgery Elective: PR: Completion of the M3 year. Elective rotation for 4th year medical student in General Thoracic Surgery where students learn to take care of thoracic surgery patients. *Spring, Summer, Fall.*
Abbrev: (24 of 30 chars) General Thoracic Surgery
Majors taking course: none

College of Nursing Course Additions

Tabled 10/26/2016. Needs discussion with Anthropology.

Tabled 11/9/2016. Needs further discussion and resolution with Anthropology.

Withdrawn 1/17/2017 by College of Nursing.

NGR 6XXX **CON-** **3(3,0)**
Global Health in Action: PR: Admission to Graduate Nursing Program or C.I. An overview of health from a global perspective, synthesizing the theory and practice of global health. *Summer.*
Abbrev: (21 of 30 chars) Global Hlth in Action
Repeat For Credit: True Max Times: 2
Discussion with others: See emails
Rationale: A major revision reflecting current issues in global health
Majors taking course: Not applicable

Approved 1/25/2017.

Replaces withdrawn course (above). Course has been revised and all approvals received.

NGR 6XXX **CON-ALL** **3(3,0)**
The Practice of Global Health Care: PR: Admission to Graduate Nursing Program or C.I. An overview of health care from a global perspective, synthesizing the theory and practice of global health. *Spring, Summer, Fall.*

Abbrev: (28 of 30 chars) Practice of Global Hlth Care

Repeat For Credit: True Max Times: 2

Discussion with others: Discussed with Health and Public Affairs, Medicine, and Sciences, and all approved. No possible conflicts with other departments.

Rationale: A major revision reflecting current issues in global health

NGR 7XXX

CON-ALL

3(3,0)

Scientific Writing for Nurses and Healthcare Professionals: PR: Admission to Graduate Nursing or Healthcare related discipline. Identify, discuss, and practice effective scientific writing elements as they apply to nursing and healthcare related disciplines; prepare a scientific manuscript for publication. *Fall*.

Abbrev: (29 of 30 chars) Scientific Writing Nurse Prof

Rationale: Required new course for new BSN-PhD track

Majors taking course: BSN-PhD

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

CHS 6XXX

COS-CHEM

3(3,0)

Advanced Forensic Microscopy: PR: Graduate standing or C.I. In-depth description of microscopic techniques (from stereoscope to PLM to SEM), micro-spectroscopy (from polarization to absorption, emission, vibrational spectroscopy to EDS) and sample analysis. *Odd Spring*.

Abbrev: (19 of 30 chars) Advanced Microscopy

Discussion with others: CREOL contacted. Emails attached.

Rationale: Microscopy and micro-spectroscopy are a core component in qualitative analysis but students are usually unaware of the fundamentals of the instruments (e.g. optics of the microscope) neither can they explain in details the light/matter interaction leading to the signal they analyze. This course will provide the students with a fundamental understanding of microscopy (optic and electronic) as well as the fundamentals of how the spectroscopic signal is created.

Split Level Course. Approved 1/25/2017.

SYA 5XXX

COS-SOC

3(3,0)

Participatory Geographic Information Systems in Belize: The conceptual frameworks, methodologies, and applications of Participatory Geographic Information Systems and related geospatial technologies for use in the field. *Summer*.

Abbrev: (27 of 30 chars) Participatory GIS in Belize

Discussion with others: This is the only international study abroad course at UCF focused on GIS

and participatory GIS in particular. The only other conflict in content would be the Biology Belize Study Abroad Course taught by Dr. Linda Walters. She is in support of our course given that the content is different (only the location for the study abroad is the same). Contacted Anthropology, Biology and Political Science - only Biology responded.

Rationale: 1) New faculty expertise in GIS within the Sociology Department and the new College of Sciences GIS cluster allows for the new course to be offered.

2) Student demand within sociology and related fields as they see the value of GIS in their job prospects. This course will provide students with a competitive advantage on the job market.

3) The high-growth industry of geospatial technologies, including GIS, is in-demand and one of the above average career growth sectors in the U.S. as cited by the U.S. Department of Labor.

4) This course focuses on interdisciplinary approaches to GIS across the social and environmental sciences in an international setting making it appealing to graduate students who are now expected to be prepared for careers with expertise from their own discipline, while also having an appreciation for the theories, methods, and approaches of other disciplines.

Majors taking course: None

SYA 6XXX

COS-SOC

3(3,0)

Advanced Topics in Geographic Information Systems in Society: PR: Graduate standing or C.I. Offers a focus on advanced special topics in Geographic Information Systems related to the technology's use in and impact on society. *Odd Spring.*

Abbrev: (21 of 30 chars) Advanced GIS Topics-G

Discussion with others: The following departments/programs were contacted regarding possible duplication or conflict: Anthropology, Political Science and Public Administration. These departments saw no conflict and supported the course. Emails included. Biology and Criminal Justice was also contacted, with no response received. Email attempted included.

Rationale: A new course to support the developing GIS expertise on campus and to support electives in the new GIS graduate certificate. Right now the majority of GIS graduate courses are taught at an introductory or intermediate level, this course is taught as an advanced topics course, so it provides additional training for students across disciplines. Our focus is unique in that it comes at the use of the technology from a perspective of being impacted by member of society, while having impact on society. The advanced topics course will rotate topics based on current trends in GIS and in faculty interests each time the course is offered. Advanced topics may include, but are not limited to: GIS for exploring social & environmental inequalities, GIS for exploring crime and deviance, GIS for exploring health, GIS and society, online GIS and web 2.0, critical and qualitative GIS, and/or mixed methods GIS.

Majors taking course: n/a

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)**

Inequality and Education: PR: Graduate standing or C.I. Use sociological theories to explore the role of the educational system in reproducing inequality with regard to race, class, gender, language, health and disability. *Occasional*.

Abbrev: (17 of 30 chars) Inequality & Educ

Discussion with others: This course will be an addition to the Social Inequalities doctoral concentration. More courses are needed in this concentration. This class can also be used at the MA level as a restricted elective.

Rationale: EM sent to Department of Child, Family, and Community Sciences, Educational and Human Sciences, and Teaching, Learning, and Leadership - only Child, Family, and Community Sciences replied. See attached.

2. Special Topics Additions

College of Education and Human Performance Special Topics Additions

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

Foundations of Trauma and Crisis Counseling: PR: Graduate standing or C.I. Overview of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. Basic crisis intervention and trauma-informed treatment strategies are discussed. *Occasional*.

Abbrev: (25 of 30 chars) Found Trauma Crisis Couns

Discussion with others: Department of Psychology--Dr. Clint Bowers--and School of Social Work--Dr. Shawn Lawrence--emailed that they had no objections to the course.

Rationale: No other course exists within the College of Education and Human Performance, nor in related programs (i.e., Psychology or Social Work) that broadly addresses the foundations of trauma and crisis counseling with their particular applications to mental health counseling, school counseling, and marriage, family, & couples therapy.

The courses within the School of Social Work that are most closely related include:

SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders

SOW 6655 Child Abuse: Treatment and Prevention

SOW 6727 Core Concepts of Child Adolescent Trauma

3. Course Revisions

College of Business Administration Course Revisions

ACG 6255 **International and Multinational Accounting** **3(3,0)**

PR: Graduate standing and ~~ACG 3141~~ completion of all business and accounting foundation core courses or equivalent.

An examination of the environmental factors affecting international accounting concepts and standards. Cross-country differences in accounting treatments are compared.

Abbrev (24 of 30): ~~Int & Multinational Accounting~~ **International Accounting**

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

ACG 6305 **Advanced Managerial Accounting** **3(3,0)**

PR: Graduate standing and ~~ACG-3361~~. completion of all business and accounting foundation core courses.

Advanced and current techniques for generation and use of accounting information in managerial decision-making.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

ACG 6415 **Advanced Accounting Information Systems** **3(3,0)**

PR: Graduate standing and ~~ACG-4401C~~. completion of all business and accounting foundation core courses.

Evaluation of the overall risk to critical accounting and business processes posed by information technology.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

ACG 6519 **Governmental and Nonprofit Accounting** **3(3,0)**

PR: Graduate standing and ~~ACG-3501~~. completion of all business and accounting foundation core courses.

Examination of current issues and advanced topics in governmental and nonprofit accounting with emphasis on public policy issues and governmental budgeting.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (elective)

ACG 6636**Advanced Auditing****3(3,0)**

PR: Graduate standing and ~~ACG 4651 and STA 2023~~. completion of all business and accounting foundation core courses.

Advanced topics on independent, external auditing including internal control, evidence, reporting, and operational auditing.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

ACG 6675**Operational Auditing****3(3,0)**

PR: Graduate standing and ~~ACG 4651 or ACG 4671~~. completion of all business and accounting foundation core courses.

In depth study of the standards, principles, practices, and procedures followed in the internal audit function.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA

ACG 6685**Fraud Auditing****3(3,0)**

PR: Graduate standing and ~~ACG 4651~~ completion of all business and STA 2023: accounting foundation core courses.

Theory and techniques relating to fraud auditing and fraud examination.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

ACG 6805**Accounting Theory****3(3,0)**

PR: Graduate standing and completion of all business and accounting foundation courses for the accounting program. ~~core courses.~~

An examination of the evolution of contemporary accounting theory with emphasis on current and future developments.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time,

many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

ACG 6835 Ethics and Professionalism in Accounting and Auditing 3(3,0)

PR: ~~CBA Master's Program~~ Graduate standing and completion of Study Foundation Core Courses: all business and accounting foundation core courses.

This course focuses on why and how theories of the professions and theories of individual ethical decision-making are applicable to the practice of accounting.

Rationale: Changes to course prerequisites. The current course prerequisites are not consistent with the language in the Graduate Catalog (all business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken). At one time, many of the current 6000-level courses were 5000-level courses open to senior-level undergraduate accounting majors. When the courses were change to 6000-level, the prerequisites were not updated.

Majors taking course: Accounting MSA (recommended)

TAX 6065 Tax Research 3(3,0)

PR: Graduate standing and completion of all business and accounting foundation core courses and a "C" (2.0) or better in TAX 4001 and graduate standing: 5015.

Legal and ethical guidelines governing tax practice.

Discussion with others: No Conflicts

Rationale: This course build upon the materials learned in TAX 5015, so it needs to be a prerequisite course for this higher level tax course. Also, students need to be graduate level and have completed all of the business and accounting core courses.

TAX 6317 Taxation of Flow-thru Entities 3(3,0)

PR: Graduate standing and completion of all business and accounting foundation core courses and a "C" (2.0) or better in TAX 5015.

Federal taxation relating to operations, formation, distribution, retirements and liquidations of flow-thru entities such as partnerships, limited liability companies, and S corporations.

Discussion with others: No Conflicts

Rationale: This course build upon the materials learned in TAX 5015, so it needs to be a prerequisite course for this higher level tax course. Also, students need to be graduate level and have completed all of the business and accounting core courses.

TAX 6845 Tax Planning and Consulting 3(3,0)

PR: Graduate standing and completion of all business and accounting foundation core courses and a "C" (2.0) or better in TAX 4001 and graduate standing: 5015.

Individual and business tax planning.

Discussion with others: No Conflicts.

Rationale: This course build upon the materials learned in TAX 5015, so it needs to be a prerequisite course for this higher level tax course. Also, students need to be graduate level and have completed all of the business and accounting core courses.

**MAN 5867
ENT 5XXX**

Small Business Consulting

3(3,0)

PR: C.I. Graduate standing.

~~Hands-on small business consulting course. Students~~ This is a highly experiential course where students are assigned to teams and work with a that complete consulting projects for local small business businesses.

Term Offered: ~~Occasional~~ Fall

College of Education and Human Performance Course Revisions

EDF 6725

~~Critical Issues in Urban Education~~
**Critical Issues in the Study of High Needs
Populations**

3(3,0)

PR: Graduate standing or C.I.

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

Abbrev (31 of 30): ~~Critical Issues in Urban Educ~~ Critical Issues High Needs Pops

Term Offered: ~~Even Fall, Even Spring,~~ Summer

Discussion with others: Have met with all departments/representatives in the College. Have also reached out to colleges/program areas university-wide to share about this revised certificate program. Possible conflicts have been addressed.

Majors taking course: If approved, the Serving High Needs Populations graduate certificate program, as well as with collaboration with program coordinators from other disciplines.

EDG 6636

~~Social Contexts of the Urban Classroom~~
**Impact of Social Contexts on Teaching &
Learning**

3(3,0)

PR: ~~Graduate standing.~~ EDF 6725.

~~Review, analyze,~~ Provides analysis and contextualize classroom dynamics embedded discussion of instructional and assessment methods that seek to improve the quality of teaching and learning of students/community members in urban communities and high needs settings. Further, the institution course is designed to assist students in applying the content of schooling. the course to an informed educational practice.

Abbrev (21 of 30): ~~Social Contexts Urban Class~~ Context Tching & Lrng

Term Offered: ~~Even Fall, Odd~~ Spring

Discussion with others: Have had ongoing communication with various departments and program areas within and outside of the College of Education and Human Performance.

Rationale: Meets the ever evolving needs of individuals preparing for and/or already engaged in the teaching, learning, and advocacy of students, families, and communities in high-needs environments.

Majors taking course: Once reactivated, the Serving High Needs Populations graduate certificate program and Education students in general, including Reading, Elementary, Gifted, Special Education, and Career Counseling program areas.

PR: Admission to Master of Nonprofit Management, or Fundraising Certificate.
~~Fundamental issues~~ Ethical competence in public service leadership in the nonprofit sector, ethical decision making, creation of a culture of ethics through leadership, stewardship, and current smart practices of nonprofit organization governance in a contest of ethical and accountable decision making. Includes board and leadership development and role of volunteers. governance.

Abbrev (25 of 30): ~~Ethics & Govern Philanthropy~~ Ethics & Gov Nonprft Mgmt

Term Offered: ~~Fall~~ Fall, Spring

Discussion with others: Changes have no conflicts

Rationale: Nonprofit Management falls under the umbrella of Public Service; revision covers public service ethic and its application to nonprofit governance.

Majors taking course: Nonprofit Management

College of Medicine Course Revisions

~~MCB 5314~~ Industrial Perspectives Seminar 1(1,0)
MCB 6XXX

PR: Biotechnology MS students.

Learning concepts of basic research and drug development in the pharmaceutical industry and technical presentation. May be used in the degree program a maximum of 2 times.

Abbrev (30 of 30): ~~Industrial Persp Seminar~~ Industrial Perspective Seminar

Term Offered: ~~Fall~~ Fall, Summer

Graded SU: ~~No~~ Yes

Rationale: The current MCB 5314 (graduate student, 1 credit) Industrial Perspectives Seminar of Biotechnology is offered in the fall semester with the seminar course for undergraduate students (MCB 4720, 3 credits). In past years, the enrollments for MCB 4720 and MCB 5314 are 35-55 and 10-20, respectively. The undergraduate students meet on both Tuesday and Thursdays (75minutes/each), whereas graduate students join the class on Thursday. Each undergraduate student presents a biotech product (12 minutes/each plus 3 minutes discussion) and each graduate student presents a current research article in the field (30 minutes/each plus 5 minutes discussion). In addition, we invited over 10 speakers to give seminars in the classes to cover industrial perspectives and career development (75 minutes/each). In total, we have about 70 presentations in this mixed class. The combined class (MCB 4720 and MCB 5314) has the following problems. For undergraduate students, 70 presentations per semester are too much. In addition, the graduate student presentations are usually too hard for undergraduate students to appreciate. For graduate students, since we do not have enough time slots in the classroom hours, many graduate students have to be arranged to present individually in the evening hours. For example, we have 16 graduate students who presented in the evening hours without other graduate students at present during the current semester (2017 fall). Thus, the current setting is not reasonable for both graduate and undergraduate students. Therefore, we propose to separate these two classes, revise the current MCB 5314, and establish a new graduate student seminar course.

Majors taking course: Biotechnology MS

MHS 6306 **ED-CFCS** **3(3,0)**
Applied Career Development PR: EDH 6044. A study of career development theories, concepts and models in the delivery of career services in a variety of career development settings.
Discussion with others: None
Rationale: A new course is being introduced to replace MHS 6303 that will better meet the needs of Career Counseling certificate participants.

MHS 6307 **ED-CFCS** **3(3,0)**
Applied Career Development II PR: EDH 6044 Career Development; MHS 6306. This course is designed to offer students practical supervised experiences in the delivery of career development services.
Discussion with others: N/A
Rationale: A new course is being introduced that will replace MHS 6307 to better meet the needs of certificate participants.

EDA 7235 **ED-TL&L** **3(3,0)**
Seminar in School Law PR: C.I. Seminar to explore various legal aspects related to the administration and organization of American education and to enable the individual to research in-depth selected legal topics.
Discussion with others: n/a
Rationale: EDA 7235 is no longer used in the Educational Leadership program and can therefore, be deleted.

EDF 7232 **ED-TL&L** **3(3,0)**
Analysis of Learning Theories in Instruction PR: Advanced graduate standing or C.I. Analysis of theories and research relevant to understanding learning in educational settings.
Discussion with others: n/a
Rationale: The program area has no plans to offer this course in the near future.

EDG 6253 **ED-TL&L** **3(3,0)**
Curriculum Inquiry Provides participants with the knowledge and skills necessary to understand, plan, and implement effective curriculum practices and change in K-plus and other instructional settings.
Discussion with others: n/a
Rationale: The program has no plans to offer this course in the near future.

EDG 7692 **ED-TL&L** **3(3,0)**
Issues in Curriculum PR: EDG 7221; EDG 7325; EDF 7232 or C.I. Examination of the relationships between the research bases of instructional and curriculum theories with emphasis on current issues and concerns.
Discussion with others: n/a
Rationale: The program has no plans to offer this course in the near future.

SCE 6115 **ED-TL&L** **3(3,0)**
Trends in Elementary School Science Education PR: Basic Teacher Certification or C.I. Study of historical development and current trends; analysis of science curricula, materials.

C.I. Provides in-depth analysis of the human rights movement and its potential impact upon criminal law as well as the juvenile and criminal justice systems.

Rationale: This course is part of the COHPA Global certificate and should remain active. It will be offered again in the 2017-2018 academic year.

CCJ 6730 **HPA-CJ** **3(3,0)**

Planned Change and Innovation in Criminal Justice PR: Admission to M.S. in Criminal Justice, Criminal Justice graduate certificate, or C.I. This course will provide participants with an understanding of planned individual and organizational change so that they may become successful agents of such change.

Rationale: The course is part of the Corrections curriculum. Faculty changes may allow for course to be taught in the near future.

College of Nursing Course Continuations

NGR 5660 **CON-NURS** **3(3,0)**

Health Disparities: Issues and Strategies PR: Graduate standing. Explores disparities in access, utilization, services, outcomes, and status for different U.S. populations: data, research, programmatic issues, and strategies to close the gaps. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Department Committee recommended to keep course

NGR 6186 **CON-NURS** **3(3,0)**

Genetics and Genomics in Advanced Nursing Practice PR: Baccalaureate degree in Nursing, NGR 5141 or approval of graduate coordinator or C.I. Application of genetics and genomic principles to advanced clinical nursing practice.

Rationale: Graduate Dept. Committee recommended to keep the course.

NGR 7163 **CON-NURS** **3(3,0)**

Illness as a Social Construct PR: NGR 7818 or C.I. Focused examination of concepts, theories, and research related to physical expression of disease and its link to individual psychosocial responses, beliefs, relationships and social environment. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Dept. committee recommended to keep course.

NGR 7808 **CON-NURS** **3(3,0)**

Qualitative Methods in Nursing and Healthcare II PR: NGR 7815 Qualitative Methods I or equivalent or C.I. Application of qualitative methodologies for in-depth study of nursing and health-related phenomena; hands-on experience with data collection, analysis, and interpretation. May be used in the degree program a maximum of 2 times.

Rationale: Graduate Dept. Committee recommended to keep course.

NGR 7916 **CON-NURS** **3(3,0)**

Research Grants Process and Proposal Writing PR: Doctoral standing or C.I. Grants process include writing elements of research proposal for HIH R-series applications and strategies for successful proposal preparation. May be used in the degree program a maximum of 2 times.

Rationale: Course will be used for the BSN-PhD new track

College of Sciences Course Continuations

MAP 6420

COS-MATH

3(3,0)

Generalized Functions PR: MAA 6506 or C.I. Spaces of test functions and their duals, calculus of distributions, convolution and tempered distributions, Fourier transforms of distributions, and applications to PDEs.

Rationale: Important for students working in Fourier Analysis, Fractal Analysis and Approximation Theory. Planned to be offered un FA17.

MAP 6445

COS-MATH

3(3,0)

Approximation Techniques PR: MAA 4227, MAA 5210 or C.I. Normed linear spaces; Weierstrass approximation theorem; Tchebycheff approximation by polynomials; trigonometric approximation; orthogonal expansions and least squares approximations.

Rationale: Important for students working in Fourier Analysis, Fractal Analysis and Approximation Theory. Planned to be offered in SP18.