Agenda

1. Welcome and call to order
2. Review of minutes from February 20, 2019
3. General business
4. Addition of CBA/CECS FinTech MS
5. Addition of CECS Healthcare Systems Engineering Graduate Certificate
6. Addition of CGS Sustainable Coastal Systems PhD*Pending OIE approval
7. Addition of CCIE Academic Advising Graduate Certificate*Pending Librarian Director signature
8. Addition of CCIE Housing and Residence Life Graduate Certificate*Pending Librarian Director signature
9. Addition of CCIE Student Athlete Support Services Graduate Certificate*Pending Library Assessment
10. Addition of CCIE Local Director of Career and Technical Education Graduate Certificate *Pending Library Assessment
11. Revision of CCIE Career and Technical Education MA
   - Changes to core and elective credit hours, new course ECW 6260 added to Career Education Core
12. Revision of COS Sociology PhD
   - Required hours reduced from 21 to 15, Unrestricted Electives increased from 12 to 18
13. Courses
14. Adjournment

Members of the Graduate Council Curriculum Committee
Elsie Olan, Chair, College of Community Innovation and Education
Andre Gesquiere, Vice Chair, College of Sciences
Sonia Arellano, College of Arts and Humanities
Mathilda Van Niekerk, Rosen College of Hospitality Management
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Diane Andrews, College of Nursing
Mercedeh Khajavikhan, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Terrie Sypolt, University Libraries
Wei Wei, Rosen College of Hospitality Management
Kiana Terrell, Graduate Student Association
Tosha Dupras, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
David Hagan, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Youcheng Wang, Rosen College of Hospitality Management, Administrator
Graduate Program Addition-New - College of Business Administration - FinTech MS

2018-2019 Graduate Program New

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type

- Program
- Shared Core

Proposal Type

Graduate Program Addition-New

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College

College of Business Administration

Unit / Department / College

Department of Finance

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

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.
**Proposed Effective Term / Year**: Fall 2020

**Name of program, track and / or certificate**: FinTech MS

**Unit(s) Housing Program**: Department of Finance (COBA), Department of Computer Science (CECS)

**Type of Action**:  
- [x] Program
- [ ] Track
- [ ] Certificate

**Delivery**:  
- [x] Face to Face
- [ ] UCF Online
- [x] Mixed Delivery

**Brief Program Description**: This is a 30-credit, self-sustaining, lock-step/cohort program offered jointly by the Department of Finance (College of Business) and Department of Computer Science (College of Engineering and Computer Science). The curriculum includes 5 courses in Finance and 5 courses in Computer Science. The face-to-face program will be offered at the Main UCF campus.

**Rationale**: FinTech or Financial Technology, refers to the application of technological innovation in the financial services industry. Recent developments in technology and computer science have brought about significant changes in many sectors of the financial services industry, enabling individuals and businesses to use products and services at a lower cost, with greater ease and convenience.


Technological innovations and advances facilitate the streamlining and delivery of financial services. It should be noted that, similar to other domains of business and
society, the financial services sector is also facing the disruptive effects of artificial intelligence (AI). Extremely relevant to the proposed program is that UCF is an integral part of the Florida High Tech Corridor ($5 billion industry, employs 30,000, home to National Center for Simulation), which involves a significant number of modeling, simulation, and technology companies and academic institutions that produce applications that run the gamut of fields including military, flight and transportation training, virtual experiences for theme parks and interactive entertainment, and medical training utilizing patient simulators. Home to the National Center for Simulation, UCF’s Institute for Simulation and Training, all branches of the military and 10 other government agencies concentrated on simulation R&D through Team Orlando, the Florida High Tech Corridor is a veritable hub for this field. The list of companies seeking employees with technology skills is far too lengthy to include in this document, but spans across local, state, national, and international opportunities (http://www.phocuswright.com/About-Us/Our-Clients).

There is an increasing need for technology-savvy employees who can think and function uniquely in cross-disciplinary teams to solve real analytical and logistical problems in the financial services sector. The Wall Street Journal has highlighted the fourth straight year of declines nationwide of applications to study an MBA in the US and noted that “in response, schools in recent years have launched cheaper, more flexible or more customized Master’s degrees in hot areas such as data science and supply chain management” (WSJ, 10/1/2018). The MS in FinTech will forge a new path in interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing computer science, and finance. Diverging from traditional business/management degrees, the MS in FinTech will focus on prescriptive and predictive techniques to anticipate and solve problems in a forward-looking approach.

FinTech is revolutionizing how quickly and cost-effectively financial services are delivered and is disrupting traditional financial services such as banking and mobile payments, not only in the developed world but also in emerging and developing economies. The disruptive force of FinTech is changing the banking and financial services industry’s workforce. Moving forward, it is expected that many of the traditional jobs in the financial services industry will be replaced by jobs requiring FinTech skills.

FinTech is increasingly characterized by startups with venture capital investments. As reported by the Orlando Sentinel recently, Fattmerchant, an Orlando based FinTech firm received a US$5.5 million investment from a venture capital (VC) firm with the objective of hiring as many as 50 people, most of them in the Southeast. This is just a small piece of the US$16.6 billion in global venture capital raised in over 1,000 deals in 2017 (CB Insights, 2018), with most of the funding going to US companies. Last year (2018) was expected to be an even stronger year for such investments and to drive the demand for FinTech jobs, both in the US and globally. Job demand for FinTech is high (5,837 FinTech jobs are listed on LinkedIn as of December 31, 2018). By combining skills in key software and finance areas, FinTech jobs have a high median annual income of US$130,000 vs. US$105,000 for a general software developer (Computerworld, 12/15/2017).
Follow these steps to propose courses to the new program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

---

**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 the FinTech MS will not impact students enrolled in existing programs, tracks, or certificate.

---

**Future Students**

https://ucf.curriculog.com/proposal/2231/print
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.

Recent UCF bachelor’s graduates and recent bachelor’s graduates from other universities, preferably with strong computing skills and background, both from within and outside of the U.S. are anticipated to enroll in the program.

There will be no licensure or certification associated with this FinTech MS.

**Year 1**

| Headcount: 27 | SCHs: 810 |

**Year 2**

| Headcount: 24 | SCHs: 720 |

**Year 3**

| Headcount: 34 | SCHs: 1,020 |

Indicate likely career or student outcomes upon completion:

The core of the *MS in FinTech* is the application of technology to improve and automate the delivery of traditional financial services. This degree program will provide employable technical skills including the development of algorithms, machine learning, and computer systems. The curriculum includes required courses that ensure that students develop computing skills, build awareness of financial markets, and apply their skills to simplify services related to banking, mobile payments and transfer of funds, credit evaluations, and asset management.

Please complete the following section on financial support:

(*Specify all forms of support – assistantships, fellowships, and tuition remission.*)

**Year 1**

| Number of assistantship students: 0 | Source of funds: N/A |

| Number of fellowship students (specify fellowship): 2 | Source of funds: |

| Number of tuition remissions: | Source of funds: |

**Year 2**

| Number of assistantship students: 0 | Source of funds: N/A |
Number of fellowship students (specify fellowship): 2

Number of tuition remissions:  

Source of funds: 

Year 3

Number of assistantship students: 0

Source of funds: N/A

Number of fellowship students (specify fellowship): 2

Number of tuition remissions:

Source of funds:

Attachments

Please attach any required files by navigating to the Proposal Toolbox and clicking ✉️ in the top right corner.

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

Faculty List*  ✔ Attached

Support from involved units that no duplication exists*  ☐ Attached  ✔ Not Applicable

Library Assessment of Resources*  ✔ Attached

Administration Use Only

Program Type  Master

Degree Type  Master of Science

Status*  ○ Active-Visible  ○ Inactive-Hidden
MS in FinTech Program
Faculty List

Department of Finance, College of Business

Dr. Melih Kullu (https://business.ucf.edu/person/melih-kullu/)
Dr. Buvaneshwaran Venugopal (https://business.ucf.edu/person/buvaneshwaran-venugopal/)
Dr. Pradipkumar Ramanlal (https://business.ucf.edu/person/pradipkumar-ramanolal/)
Dr. Christo Pirinsky (https://business.ucf.edu/person/christo-pirinsky/)
Dr. Ajai Singh (https://business.ucf.edu/person/ajai-singh-3/) (Department Chair)
Dr. Honghui Chen (https://business.ucf.edu/person/honghui-chen/) (Program Director)

Department of Computer Science, College of Engineering and Computer Science

Dr. Sumit Jha (http://www.cecs.ucf.edu/faculty/sumit-kumar-jha/) (Co-Program Director)
Dr. Sharma Thankachan (http://www.cs.ucf.edu/~sharma/)
Dr. Gary Leavens (http://www.cecs.ucf.edu/faculty/gary-leavens/) (Department Chair)
# MS FinTech Curriculum Map

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong> (2020-21)</td>
<td></td>
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<tr>
<td></td>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
</tr>
</tbody>
</table>
| COT 5840: Computational Methods in FinTech I (Fall ’20, no PR)  
Instructors: Sumit Kumar Jha and Sharma Thankachan | CAP 5674: Artificial Intelligence for FinTech (Spring ‘21, PR: COT5840)  
Instructor: Sumit Kumar Jha |
| COP 5562: Full Stack Development for FinTech (Fall ‘20, PR/CR: COT5840)  
Instructor: Sumit Kumar Jha | COT 6481: Computational Methods in FinTech II (Spring ‘21, PR: COT5840)  
Instructors: Sumit Kumar Jha and Sharma Thankachan |
| FIN 6406: Strategic Financial Management (Fall ‘20, PR: MBA PROFESSIONAL CORE 1 OR CI)  
Instructor: Melih Kullu | FIN 6458: Foundations in FinTech (Spring ‘21, FIN6406 OR CI)  
Instructor: Buvaneshwaran Venugopal |
| **Year 2** (2021-22) | | |
| | **FALL** | **SPRING** |
| COP 5150: Blockchains and Smart Distributed Contracts (Fall ‘21, PR: COT5840)  
Instructor: Sumit Kumar Jha | FIN 6704: FinTech Entrepreneurship (Spring ‘21, FIN6406 OR CI)  
Instructors: Buvaneshwaran Venugopal and Christo Pirinsky |
| FIN 6515: Analysis of Investment Opportunities (Fall ‘21, FIN6406 OR CI)  
Instructor: Pradipkumar Ramanlal | |
| FIN 6468: FinTech in Decision Making (Fall ‘21, FIN6406 OR CI)  
Instructor: Christo Pirinsky | |
According to recent industry reports, global FinTech funding has increased significantly. In 2008, investment in FinTech was around the US$900 million mark and investments increased to upwards of US$12 billion in 2016.


FinTech or Financial Technology, refers to the application of technological innovation in the financial services industry. Recent developments in technology and computer science have brought about significant changes in many sectors of the financial services industry, enabling individuals and businesses to use products and services at a lower cost, with greater ease and convenience.

Technological innovations and advances facilitate the streamlining and delivery of financial services. It should be noted that, similar to other domains of business and society, the financial services sector is also facing the disruptive effects of artificial intelligence (AI). Extremely relevant to the proposed program is that UCF is an integral part of the Florida High Tech Corridor ($5 billion industry, employs 30,000, home to National Center for Simulation), which involves a significant number of modeling, simulation, and technology companies and academic institutions that produce applications that run the gamut of fields including military, flight and transportation training, virtual experiences for theme parks and interactive entertainment, and medical training utilizing patient simulators. Home to the National Center for Simulation, UCF’s Institute for Simulation and Training, all branches of the military and 10 other government agencies concentrated on simulation R&D through Team Orlando, the Florida High Tech Corridor is a veritable hub for this field. The list of companies seeking employees with technology skills is far too lengthy to include in this document, but spans across local, state, national, and international opportunities (http://www.phocuswright.com/About-Us/Our-Clients).

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FinTech is increasingly characterized by startups with venture capital investments. As reported by the Orlando Sentinel recently, Fattmerchant, an Orlando based FinTech firm received a US$5.5 million
investment from a venture capital (VC) firm with the objective of hiring as many as 50 people, most of them in the Southeast. This is just a small piece of the US$16.6 billion in global venture capital raised in over 1,000 deals in 2017 (CB Insights, 2018), with most of the funding going to US companies. Last year (2018) was expected to be an even stronger year for such investments and to drive the demand for FinTech jobs, both in the US and globally. Job demand for FinTech is high (5,837 FinTech jobs are listed on LinkedIn as of December 31, 2018). By combining skills in key software and finance areas, FinTech jobs have a high median annual income of US$130,000 vs. US$105,000 for a general software developer (Computerworld, 12/15/2017)

The proposed interdisciplinary **MS in FinTech** (Finance and Technology) will be offered jointly by the College of Business Administration (CBA) (Department of Finance) and College of Engineering and Computer Science (CECS) (Department of Computer Science). The degree will be housed in the CBA.

The core of the **MS in FinTech** is the application of technology to improve and automate the delivery of traditional financial services. This degree program will provide employable technical skills including the development of algorithms, machine learning, and computer systems. The curriculum includes required courses that ensure that students develop computing skills, build awareness of financial markets, and apply their skills to simplify services related to banking, mobile payments and transfer of funds, credit evaluations, and asset management.

**Curriculum**

MS in Fintech will be a 10-course (30-credit hours) lock-step cohort program with 5 courses (15-credits) each in Finance and Computer Science and will not have any tracks or specializations.

The independent learning requirement is met by successful completion of a capstone project in the required course FIN 6704 (Capstone Course), which will be an applied project in financial technologies.

**REQUIRED COURSES**

**FIN 6406 Strategic Financial Management Emphasis** 3(3,0) PR: MBA Professional Core I or CI. Emphasis on the theory and analytical techniques associated with the major financial decisions of corporate management, including risk analysis, capital budgeting, short- and long-term financial management.

**FIN 6515 Analysis of Investment Opportunities** 3(3,0). PR: FIN 6406 or CI. Deals with the theory and tools of analysis required in the management of financial assets.

**FIN 6458 Foundations in FinTech** 3(3,0). PR: FIN 6406 or CI. Provides an overview of the emerging FinTech discipline and how innovations and new technologies are transforming conventional financial markets and services.

**FIN 6468 FinTech in Decision Making** 3(3,0). PR: FIN 6406 or CI. Provides an introduction to business intelligence and analytics applied to the financial world.

**FIN 6704 FinTech Entrepreneurship** 3(3,0). PR: FIN 6406 or CI. Helps students identify financial sectors that have been disrupted by FinTech or those that are ripe for disruption.
CAP 5840 Computational Methods in FinTech I 3(3,0). PR: Graduate Standing. The course will provide a graduate level introduction to algorithms, data structures, and other computational methods employed in financial technologies. Fundamental concepts in computer science will be motivated by real-world use cases in finance.

COT 6481 Computational Methods in FinTech II 3(3,0). PR: COT 5480 (Computational Methods in FinTech I). The course will cover advanced data structures such as red-black trees, Kd trees, Fibonacci heaps, union-find, tries, compressed tries, and advanced algorithms such as A* search, backtracking and search pruning, linear programming, polynomials and FFT. The course will include fundamentals of computer architecture including quantitative design & analysis, data-level parallelism, warehouse scale computing and domain-specific architectures.


COP 5562 Full Stack Development for FinTech 3(3,0). PR: COT 5840 (Computational Methods in FinTech I). The students will gain a deep understanding of web programming, including the fundamentals of databases, front-end technologies, and back-end deployment. The course will focus on problem solving with real-world FinTech applications.

COP 5150 Blockchains and Smart Distributed Contracts PR: COT 5840 (Computational Methods in FinTech I). The course will provide a graduate level introduction to Blockchain and their applications in currencies as well as other smart contracts. The course will also include an investigation into the scalability and other challenges of Blockchain systems.

Proposed program of study

<table>
<thead>
<tr>
<th>MS in FinTech Curriculum</th>
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<tbody>
<tr>
<td><strong>10 Required Courses = 30 credits</strong></td>
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<table>
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<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
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Instructor: Buvaneswaran Venugopal |

YEAR | FALL | SPRING
**Application Requirements and Prerequisites**

Admissions requirement: A Bachelor’s degree in a STEM-related discipline or business discipline from an accredited institution. Completed coursework in statistics, econometrics, computer science (Artificial Intelligence) is preferable. Primary prerequisite for all Computer Science courses in the FinTech MS program is admission to the program.

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 goal statement. This is your opportunity to outline in 500 words why you wish to join the program, what you think you will contribute to the program, and how you feel the program will enhance you both personally and professionally in the future.
- Updated résumé.
- Three letters of recommendation.
- The GRE or GMAT is required.
- Applicants applying to this program whose completed Bachelor’s degree is from a college/university outside the U.S. must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are only accepted from World Education Services (WES) or Josef Silny & Associates, Inc.
- A computer-based TOEFL score of 220 or 80 on the internet-based TOEFL is required 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 official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 6.5.

**Application Deadlines**

<table>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Domestic Applicants</td>
<td>July 1</td>
<td>-</td>
<td>-</td>
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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 to highly qualified students based on academic merit. 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 students should do to be considered for a fellowship.

Contact Info

Graduate Programs

Dr. Honghui Chen  
Professor and Program Director  
Department of Finance  
College of Business Administration  
12744 Pegasus Drive  
Orlando, FL 32816-1991  
Email: honghui.chen@bus.ucf.edu  
Telephone: 407-823-5756

Dr. Sumit Kumar Jha  
Associate Professor and Co-Program Director  
Department of Computer Science  
College of Engineering and Computer Science  
Harris Engineering Center  
Orlando, FL 32816-1991  
Email: jha@eecs.ucf.edu  
Telephone: 407-882-2215

Ms. Kelley Dietrich  
Director, Graduate Programs  
College of Business Administration, Executive Development Center  
Orlando, FL 32816  
Email: Kelley.rasqaitis@ucf.edu  
Telephone: 407-235-3916

Graduate Admissions  
gradadmissions@ucf.edu  
Telephone: 407-823-2766
Millican Hall 230
Graduate Admissions: [https://graduate.ucf.edu/admissions/](https://graduate.ucf.edu/admissions/)
Online application: [https://application.graduate.ucf.edu/#/](https://application.graduate.ucf.edu/#/)

**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
Memo

To: Dr. Ajai Singh, SunTrust Eminent Scholar Chair of Banking; Professor & Chair, Department of Finance & Director, Dr. P. Phillips School of Real Estate.

Dr. Gary Leavens, Professor and Chair, Department of Computer Science.

Dr. Honghui Chen, Professor and Co-Director of the FinTech program.

Dr. Sumit Jha, Professor and Co-Director of the FinTech program.

Dr. Sevil Sonmez, Senior Associate Dean at College of Business Administration

Ms. Ying Zhang, Dept. Head, Acquisitions & Collections

Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Management

Mr. Barry Baker, Director of Libraries

Dr. Liz Klonoff, Dean, College of Graduate Studies

Dr. John Weishampel, Senior Associate Dean, College of Graduate Studies

From: Peter Spyers-Duran, Associate Librarian, Cataloging Services

Buenaventura “Ven” Basco, Associate Librarian, Research and Information Services

Subject: Library Assessment for the Proposal to add a Master of Science degree in FinTech

Date: November 8, 2018

This memorandum is submitted for review and approval. As requested by Dr. Ajai Singh, a study was undertaken to evaluate the UCF Libraries’ resources (monographs, periodicals, and databases) to support a proposed Master of Science degree in FinTech compared to peers. This report presents the findings of the comparative study.

The proposed interdisciplinary M.S. in FinTech degree is a joint venture between the Department of Computer Science in the College of Engineering and Computer Science (CECS) and the Department of Finance in the College of Business Administration (CBA). The program would be housed in the College of Business, Finance Department and would include courses from the College of Engineering and Computer Science, Department of Computer Science.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current library holdings for monographs, periodicals, and databases. In consultation with the faculty for the proposal, the following aspirational institutions were selected for the comparison:

- Florida State University (FSU)
The chosen peers were selected because all offer a Master of Science in Finance. Lehigh offers a Master of Science in Analytical Finance and in addition is the only other university that faculty are aware of that is working on a proposed Master of Science in FinTech besides UCF. To the best of our knowledge, no other U.S. university offers an M.S. in FinTech degree.

Summary and Projected Costs for New Library Resources

This analysis provides a snapshot of the UCF Libraries’ holdings and those held at peer institutions. The proposed track is concentrating on a new and evolving research area, and therefore will require resources to keep current with new print or electronic books that are not covered by the existing library budget. As such, it is recommended that $3,000 be allocated each year for the next five years (for a total of $15,000) to start a current collection for the proposed program. Additional funds will be needed after the 5 years to continue purchasing new books.

The UCF Libraries’ journal and database holdings appear to meet the current needs for the proposed degree program. However, if any new key journal or database becomes critical for the degree program in the future, additional recurring funding must be provided to the UCF Libraries to add these resources. Also note that in the unfortunate event that a library budget shortfall occurs, some existing resource subscriptions may be cut or scaled back.

Projected costs needed to acquire library materials to support a M.S. in FinTech degree program in the next 5 years:

<table>
<thead>
<tr>
<th></th>
<th>2019/20</th>
<th>2020/21</th>
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Recurring subscriptions to support the M.S. in FinTech degree program:

Key Databases

The following is a comparison of databases covering business, finance, computer science, and related areas subscribed to by the UCF Libraries and benchmark institutions. The databases held by the UCF Libraries, plus a few specialized resources subscribed and available to the College of Business, compare favorably with the peer institutions. UCF has sufficient database coverage to support the proposed M.S. in FinTech degree program.
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* Available for UCF College of Business faculty/students only and NOT subscribed and maintained by the UCF Libraries.

### Key Journals

The following two tables list the top 25 in journals in Business Finance and Computer Science, Information Systems, respectively, as determined by the 2017 Thomson Reuters Journal Impact Factor Rankings. Current journal subscriptions of the UCF Libraries are compared to the benchmark institutions. The UCF Libraries subscribes to every one of the top 25 Business Finance journals as well as to every one of the top 25 journals in Computer Science, Information Systems. UCF has sufficient journal content to support the proposed M.S. in FinTech degree program.

### Top 25 journals in Business Finance as determined by 2017 Thomson Reuters Journal Impact Factor Rankings

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**Top 25 journals in Computer Science, Information Systems as determined by 2017 Thomson Reuters Journal Impact Factor Rankings**

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Books – Combined Print and E-Books (by the Subject headings, keywords provided or LC ranges)

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Due to the interdisciplinary and recent nature of the proposed program, the analysis of the book collection has used broad as well as narrow subject terms related to the program. In broad subject areas, UCF Libraries compare favorably; however, in the narrow subjects areas specifically related to “FinTech” monograph collections are very limited. As more is published in this new field, new funds need to be dedicated to the purchase of books, ebooks and streaming videos for this proposed program. With the projected cost of $3,000 each year for the first 5 years in the new program, new publications on FinTech can be purchased to kickstart the proposed program. Below are some sample titles and their costs.

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<td>IGI Business Science Reference</td>
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<td>John Wiley and Sons, Inc.</td>
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<td>Taylor &amp; Francis</td>
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<td>The Rise and Development of FinTech: Accounts of Disruption from Sweden and Beyond</td>
<td>Routledge</td>
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<td>Disrupting Finance - Fintech and Strategy in the 21st Century</td>
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<td>Blockchain Technology: Platforms, Tools and Use Cases</td>
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<td>Transforming Climate Finance and Green Investment with Blockchains</td>
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<td>Heriam, Robert</td>
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<td>Biometrics in a Data Driven World: Trends, Technologies, and Challenges</td>
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<td>New Directions in Behavioral Biometrics</td>
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</table>
Please include the signature of the Equal Opportunity Officer and the Library Director.

____________________________________  ______________________________________
Signature of Equal Opportunity Officer     Date

November 9, 2018

____________________________________  _________________
Signature of Library Director             Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

Signature of Equal Opportunity Officer

[Signature]

Date

1-18-19

Signature of Library Director

[Signature]

Date

November 9, 2018

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
According to recent industry reports, global FinTech funding has increased significantly. In 2008, investment in FinTech was around the US$900 million mark and investments increased to upwards of US$12 billion in 2016.


FinTech or Financial Technology, refers to the application of technological innovation in the financial services industry. Recent developments in technology and computer science have brought about significant changes in many sectors of the financial services industry, enabling individuals and businesses to use products and services at a lower cost, with greater ease and convenience.

Technological innovations and advances facilitate the streamlining and delivery of financial services. It should be noted that, similar to other domains of business and society, the financial services sector is also facing the disruptive effects of artificial intelligence (AI). Extremely relevant to the proposed program is that UCF is an integral part of the Florida High Tech Corridor ($5 billion industry, employs 30,000, home to National Center for Simulation), which involves a significant number of modeling, simulation, and technology companies and academic institutions that produce applications that run the gamut of fields including military, flight and transportation training, virtual experiences for theme parks and interactive entertainment, and medical training utilizing patient simulators. Home to the National Center for Simulation, UCF’s Institute for Simulation and Training, all branches of the military and 10 other government agencies concentrated on simulation R&D through Team Orlando, the Florida High Tech Corridor is a veritable hub for this field. The list of companies seeking employees with technology skills is far too lengthy to include in this document, but spans across local, state, national, and international opportunities (http://www.phocuswright.com/About-Us/Our-Clients).

There is an increasing need for technology-savvy employees who can think and function uniquely in cross-disciplinary teams to solve real analytical and logistical problems in the financial services sector. The Wall Street Journal has highlighted the fourth straight year of declines nationwide of applications to study an MBA in the US and noted that “.....in response, schools in recent years have launched cheaper, more flexible or more customized Master's degrees in hot areas such as data science and supply chain management” (WSJ, 10/1/2018). The MS in FinTech will forge a new path in interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing computer science, and finance. Diverging from traditional business/management degrees, the MS in FinTech will focus on prescriptive and predictive techniques to anticipate and solve problems in a forward-looking approach.

FinTech is revolutionizing how quickly and cost-effectively financial services are delivered and is disrupting traditional financial services such as banking and mobile payments, not only in the developed world but also in emerging and developing economies. The disruptive force of FinTech is changing the banking and financial services industry’s workforce. Moving forward, it is expected that many of the traditional jobs in the financial services industry will be replaced by jobs requiring FinTech skills.

FinTech is increasingly characterized by startups with venture capital investments. As reported by the Orlando Sentinel recently, Fattmerchant, an Orlando based FinTech firm received a US$5.5 million investment from a venture capital (VC) firm with the objective of hiring as many as 50 people, most of them in the Southeast. This is just a small piece of the US$16.6 billion in global venture capital raised in over 1,000 deals in 2017 (CB Insights, 2018), with most of the funding going to US companies. Last year (2018) was expected to be an even stronger year for such investments and to drive the demand for FinTech jobs, both in the US and globally. Job demand for FinTech is high (5,837 FinTech jobs are listed on LinkedIn as of December 31, 2018). By combining skills in key software and finance areas, FinTech jobs have a high median annual income of US$130,000 vs. US$105,000 for a general software developer (Computerworld, 12/15/2017)
The proposed interdisciplinary **MS in FinTech** (Finance and Technology) will be offered jointly by the College of Business Administration (CBA) (Department of Finance) and College of Engineering and Computer Science (CECS) (Department of Computer Science). The degree will be housed in the CBA. **MS in FinTech** will be a 10-course (30-credit hours) lock-step cohort program with 5 courses (15-credits) each in Finance and Computer Science and will not have any tracks or specializations.

The core of the **MS in FinTech** is the application of technology to improve and automate the delivery of traditional financial services. This degree program will provide employable technical skills including the development of algorithms, machine learning, and computer systems. The curriculum includes required courses that ensure that students develop computing skills, build awareness of financial markets, and apply their skills to simplify services related to banking, mobile payments and transfer of funds, credit evaluations, and asset management.

### MS in FinTech Curriculum

<table>
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<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>Year 1</strong>&lt;br&gt;(2020-21)</td>
<td>COT 5840: Computational Methods in FinTech I (Fall ‘20, no PR)&lt;br&gt;Instructors: Sumit Kumar Jha and Sharma Thanhachan</td>
<td>CAP 5674: Artificial Intelligence for FinTech (Spring ‘21, PR: COT5840)&lt;br&gt;Instructor: Sumit Kumar Jha</td>
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<td>COP 5562: Full Stack Development for FinTech (Fall ‘20, PR/CR: COT5840)&lt;br&gt;Instructor: Sumit Kumar Jha</td>
<td>COT 6481: Computational Methods in FinTech II (Spring ‘21, PR: COT5840)&lt;br&gt;Instructors: Sumit Kumar Jha and Sharma Thanhachan</td>
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<tr>
<td></td>
<td>FIN 6406: Strategic Financial Management (Fall ‘20)&lt;br&gt;Instructor: Melih Kullu</td>
<td>FIN 6458: Foundations in FinTech (Spring ‘21)&lt;br&gt;Instructor: Pradipkumar Ramanlal</td>
</tr>
<tr>
<td><strong>Year 2</strong>&lt;br&gt;(2021-22)</td>
<td>COP 5150: Blockchains and Smart Distributed Contracts (Fall ‘21, PR: COT5840)&lt;br&gt;Instructor: Sumit Kumar Jha</td>
<td>FIN 6704: FinTech Entrepreneurship (Spring ‘21)&lt;br&gt;Instructors: Buvaneshwaran Venugopal and Christo Pirinsky</td>
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<tr>
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<td>FIN 6515: Analysis of Investment Opportunities (Fall ‘21)&lt;br&gt;Instructor: Buvaneshwaran Venugopal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FIN 6468: FinTech in Decision Making (Fall ‘21)&lt;br&gt;Instructor: Christo Pirinsky</td>
<td></td>
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</table>
M.S. in FinTech
College of Business and College of Engineering and Computer Science

According to recent industry reports, global FinTech funding has increased significantly. In 2008, investment in FinTech was around the $900 million mark and investments increased to upwards of $12 billion in 2016.

ENVIRONMENT:
- FinTech is revolutionizing how quickly and cost-effectively financial services are delivered and is disrupting traditional financial services such as banking and mobile payments, not only in the developed world but also in emerging and developing economies.
- FinTech is increasingly characterized by startups with venture capital investments—as reported by the Orlando Sentinel recently, Fattmerchant, an Orlando based FinTech firm received a $5.5 million investment from a venture capital (VC) firm aiming to hire ~50 people, most in the Southeast.
- In 2017 alone, $16.6 billion in global venture capital was raised in over 1,000 deals, with most going to US firms.
- Last year (2018) was even stronger for such investments and drove demand for FinTech jobs, both in US and globally.
- UCF is an integral part of the Florida High Tech Corridor ($5 billion industry, employs 30,000, home to National Center for Simulation), which involves a significant number of modeling, simulation, and technology companies and academic institutions that produce applications relevant for a gamut of fields (military, flight/transportation training, virtual experiences for theme parks and interactive entertainment, medical training utilizing patient simulators).
- UCF’s Institute for Simulation and Training, all branches of the military and 10 other government agencies concentrated on simulation R&D through Team Orlando, the Florida High Tech Corridor is a veritable hub for FinTech.

DEMAND:
- FinTech’s disruptive force is changing the banking and financial services industry’s workforce. Moving forward, it is expected that many of the traditional jobs in the financial services industry will be replaced by jobs requiring FinTech skills.
- The list of companies seeking employees with technology skills is far too lengthy to include in this document, but spans across local, state, national, and international opportunities.
- There is increasing need for technology-savvy employees who can think and function uniquely in cross-disciplinary teams to solve real analytical and logistical problems in the financial services sector.
- Job demand for FinTech is high (5,837 FinTech jobs are listed on LinkedIn as of December 31, 2018). By combining skills in key software and finance areas, FinTech jobs have a high median annual income of $130,000 vs. $105,000 for a general software developer.

FINTECH MS PROGRAM DESIGN:
- Offered jointly by the CBA and CECS -- degree will be housed in CBA.
- 10-course (30-credit hours) lock-step cohort program with 5 courses in each Finance/CBA and CS/CECS.

- FIN 6458: Foundations in FinTech
- FIN 6406: Strategic Financial Management
- FIN 6515: Analysis of Investment Opportunities
- FIN 6468: FinTech in Decision Making
- FIN 6704: FinTech Entrepreneurship (CAPSTONE)
- COT 5840: Computational Methods in FinTech I
- COT 6481: Computational Methods in FinTech II
- CAP 5674: Artificial Intelligence for FinTech
- COP 5562: Full Stack Development for FinTech
- COP 5150: Blockchains and Smart Distributed Contracts

- Core: application of technology to improve and automate the delivery of traditional financial services.
- Required courses ensure that students develop computing skills, build awareness of financial markets, and apply technical skills to simplify services related to banking, mobile payments and transfer of funds, credit evaluations, and asset management.
- The FinTech MS will forge a new path in interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing computer science and finance.
Healthcare Systems Engineering Graduate Certificate
2018-2019 Graduate New Certificate or Track

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type

- Program
- Shared Core

Proposal Type

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking ➡ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College

- College of Engineering and Computer Science

Unit / Department / College:

- Department of Industrial Engineering and Management Systems

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

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

Proposed Effective Term / Year

- Spring 2020
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<td>Will the program be a cost recovery program?*</td>
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<tr>
<td>Department: Industrial Engineering and Management Systems</td>
<td>Option:</td>
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<td>Program Websites: <a href="http://iems.uch.edu/mshse">http://iems.uch.edu/mshse</a></td>
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**Rationale:**

The fully online Healthcare Systems Engineering Graduate Certificate is tailored to the healthcare industry and focuses on the application of engineering-based tools to integrate resources, refine operations, and aid clinical decisions with the goal of making healthcare systems and processes consistent, high-quality, and cost-effective over the entire course of patient care, including prevention.

The future of healthcare will need leaders who dream big and are passionate about implementing, managing and refining healthcare systems to improve patient care and reduce overall cost. Through enhanced processes, logistics, safety and effectiveness, individuals earn the specialized skills needed to foster change within healthcare organizations. The fully online Healthcare Systems Engineering Graduate Certificate can help students realize their leadership potential, fuel their
passion for healthcare innovation, and provide the necessary tools to make it a reality.

The ultimate goal is to enable certificate graduates to engineer solutions that improve the overall quality, productivity and efficiency of healthcare delivery processes and operations. These course can be applied towards the Fully Online HSE Masters Track upon acceptance into the MS.

The fully online Healthcare Systems Engineering Graduate Certificate is designed to leverage the existing HSE MS track. This program is being offered in reponse to the overwhelming recomendation of the HSE Advisory Board. The rationale is that this Certificate will serve as a taster for the full fledg HSE MS.

- The students will take the same courses as the HSE MS track students.
  - In essence, they will take 15 hours (5 courses with 3 being required and 2 being elective) from the HSE MS track
- This certificate track will fully integrate into the current HSE MS offering and will serve as an additional stream of income without an increase in operational costs.
- The fully online Healthcare Systems Engineering Graduate Certificate contributes to UCF's mission by providing a high-quality graduate education.
- The program provides a service to the intellectual development of the healthcare community's ability to deliver innovative solutions.
- The fully online Healthcare Systems Engineering Graduate Certificate contributes to UCF's Goal 5 that could include partnerships with organizations such as 1) Florida Hospital, VA Orlando Clinic, Nemours, and other Florida based and national healthcare providers; and 2) Other associations promoting education in the field such as HSEA (Health Systems Engineering Alliance), SHS (Society for Health Systems) of IIE.
- There will be minimum effect on faculty teaching load.
  - Students will take the current classes being offered
  - There will be opportunity for students to enroll in new healthcare oriented courses offered by the department.

Follow these steps to propose courses to the new program curriculum:

Step 1

Enable the boxes for "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course" -- a box will open asking you for the Prefix, Course Number and Course Title.
Step 2

Click on “View Curriculum Schema.” Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Track Description

The Healthcare Systems Engineering Graduate Certificate is a fully online degree program designed to be completed within one year. This 15-credit hour program trains students to implement, manage and introduce systematic changes to improve patient care and enhance utilization of organizational resources. This unique program is offered in response to the growing needs of the healthcare industry.

Students will receive a Certificate, offered by the Department of Industrial Engineering and Management Sciences at the College of Engineering and Computer Science, in the Healthcare Systems Engineering Track.

This degree can help students realize their leadership potential, fuel their passion for healthcare innovation, and provide the necessary tools needed to make this systemic change a reality. Through the ideology and principles of systems engineering taught in this degree, individuals learn the specialized skills needed to foster operational change within healthcare organizations.

By completion, students will be able to help healthcare organizations to:

- Conduct analyses of large-scale social and ecological systems across the healthcare sector
- Assess and mitigate risks throughout organizational processes and relationships
- Analyze risks to individual and public health impacted by issues in the healthcare system
- Bring evidence-based thinking and analysis to process and system change
- Develop and manage a quality management system across an organizational setting
- Adapt information systems to improve management planning and control

Sampling of career opportunities include:

- Healthcare Management Engineer
- Operational Excellence Project Manager
- Systems Redesign Consultant
- Lean Specialist
Process Improvement Consultant
Continuous Improvement Specialist
Healthcare Analyst

Please note: Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

Curriculum

The Healthcare Systems Engineering Graduate Certificate requires 15 credit hours of courses beyond the bachelor's degree.

For information about the program, please contact the HSE Director Dr. Vernet Lasrado (vernet.lasrado@ucf.edu).

Total Credit Hours Required: 15 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites

An undergraduate course in probability and statistics

Required Courses: 9 Credit Hours

All of the following courses are required for completion of the Healthcare Systems Engineering Graduate Certificate.

EIN 5115 Engineering MIS Control Systems in Healthcare
ESI 6551 Systems Engineering
HSC 6636 Issues and Trends in the Health Professions

Elective Course 1: 3 Credit Hours
One of the two of the following courses is required for completion of the Healthcare Systems Engineering Graduate Certificate.

ESI 6609 Industrial Engineering Analytics for Healthcare
EIN 6358 Engineering Economic Analysis in Health Systems

Elective Course 2: 3 Credit hours

One of the two of the following courses is required for completion of the Healthcare Systems Engineering Graduate Certificate.

ESI 6226 Engineering Quality in Health Systems
ESI 6352 Managing Engineering Risk in Health Systems

Cost Per Credit Hour

For both in-state and out-of-state students, the cost is $1,239.16 per credit hour which includes tuition and fees.

*Fee subject to change.

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 requirement, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended
- Résumé or Curriculum Vita
- Goal statement

The goal statement should discuss all relevant professional background and any previous research and/or teaching experience. The statement should explain the motivation behind the pursuit of a Master's degree in
Industrial Engineering. Future educational and career goals after the completion of the applicant's master study should be discussed. The goal statement should between 500 and 1,000 words.

International Students

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. Given the fully online nature of this degree program, international students will not receive an F1 visa, hence you will not take this degree program in the US. International students are free to take this degree program from their home or any country besides the US.

Applications are accepted for the fall and spring terms only.
Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.

Application Deadlines

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<th>Spring</th>
<th>Summer</th>
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<td>Jul 1</td>
<td>Dec 1</td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
</tr>
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</table>

*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.

Contact Info

Graduate Program

Vernet Lasrado PhD
Director, HSE MS Track
vernet.lasrado@ucf.edu
Telephone: 404-769-5264
Engineering II, Room 312

Ahmad Elshennawy PhD
Professor
ahmade@ucf.edu
Telephone: 407-823-2204
Engineering 2, Room 312

Graduate Admissions

Khue Duong Rymer
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

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 Intended for students seeking a focused experience in order to prepare for or advance their careers in Healthcare Organization utilizing their Healthcare system
state if there is licensure or certification that depends upon this education, etc.

engineering expertise. This certificate is appropriate for students who seek to expand their knowledge, but who do not wish to commit to a master's degree program.

Students likely to enroll may be from a related academic or research field with the desire to strengthen their skills in the improvement of Healthcare Organizations. Students may be from an engineering, medical, medical related, or science background.

There is no licensure or other certificate that depends upon this education.

**Year 1**

| Headcount: 5 | SCHs: 75 |

**Year 2**

| Headcount: 5 | SCHs: 75 |

**Year 3**

| Headcount: 5 | SCHs: 75 |

Indicate likely career or student outcomes upon completion:

By completion, students will be able to help healthcare organizations to:

- Conduct analyses of large-scale social and ecological systems across the healthcare sector
- Assess and mitigate risks throughout organizational processes and relationships
- Analyze risks to individual and public health impacted by issues in the healthcare system
- Bring evidence-based thinking and analysis to process and system change
- Develop and manage a quality management system across an organizational setting
- Adapt information systems to improve management planning and control

**Sampling of career opportunities include:**

- Healthcare Management Engineer
- Operational Excellence Project Manager
- Systems Redesign Consultant
- Lean Specialist
- Process Improvement Consultant
- Continuous Improvement Specialist
- Healthcare Analyst
Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

**Year 1**

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<th>Source of funds: N/A</th>
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</table>

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<thead>
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**Year 2**

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<tr>
<th>Number of assistantship students:</th>
<th>Source of funds: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds: N/A</th>
</tr>
</thead>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds: N/A</th>
</tr>
</thead>
</table>

**Attachments**

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

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

**Faculty List**
Support from involved units that no duplication exists*  
- Attached 
- Not Applicable

Library Assessment of Resources*  
- Attached

### Administration Use Only

**Program Type**  
- Certificate

**Degree Type**  
- Certificate

**Status**  
- Active-Visible
- Inactive-Hidden

**Catalog Ownership:**  
- Department of Industrial Engineering and Management Systems
2019 UCF IEMS Faculty

Richard Biehl
Vladimir Boginski
Christina Bouwens
Mark Calabrese
Ahmad Elshennawy
John V. Farr
Ivan Garibay
Robert Hoekstra
Waldemar Karwowski
Heather Keathley
Timothy Kotnour
Gene Lee
Pamela McCauley
Mansooreh Mollaghasemi
Deborah Nightingale
Thomas O'Neal
Michael Proctor
Luis Rabelo
Charles Reilly
Gavriel Salvendy
Ben D. Sawyer
Steve Scheinert
Randall Shumaker
Adan E. Vela
Qipeng Phil Zheng
Healthcare Systems Engineering Graduate Certificate

Track Description

The Healthcare Systems Engineering Graduate Certificate is a fully online degree program designed to be completed within one year. This 15-credit-hour program trains students to implement, manage and introduce systematic changes to improve patient care and enhance utilization of organizational resources. This unique program is offered in response to the growing needs of the healthcare industry.

Students will receive a Certificate, offered by the Department of Industrial Engineering and Management Sciences at the College of Engineering and Computer Science, in the Healthcare Systems Engineering Track.

This degree can help students realize their leadership potential, fuel their passion for healthcare innovation, and provide the necessary tools needed to make this systemic change a reality. Through the ideology and principles of systems engineering taught in this degree, individuals learn the specialized skills needed to foster operational change within healthcare organizations.

By completion, students will be able to help healthcare organizations to:

- Conduct analyses of large-scale social and ecological systems across the healthcare sector
- Assess and mitigate risks throughout organizational processes and relationships
- Analyze risks to individual and public health impacted by issues in the healthcare system
- Bring evidence-based thinking and analysis to process and system change
- Develop and manage a quality management system across an organizational setting
- Adapt information systems to improve management planning and control

Sampling of career opportunities include:

- Healthcare Management Engineer
- Operational Excellence Project Manager
- Systems Redesign Consultant
- Lean Specialist
- Process Improvement Consultant
- Continuous Improvement Specialist
- Healthcare Analyst

Please note: Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

Curriculum

The Healthcare Systems Engineering Graduate Certificate requires 15 credit hours of courses beyond the bachelor’s degree.

For information about the program, please contact the HSE Director Dr. Vernet Lasrado (vernet.lasrado@ucf.edu).
Total Credit Hours Required: 15 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites
An undergraduate course in probability and statistics

Required Courses: 9 Credit Hours
All of the following courses are required for completion of the Healthcare Systems Engineering Graduate Certificate.

- EIN 5115 Engineering MIS Control Systems in Healthcare
- ESI 6551 Systems Engineering
- HSC 6636 Issues and Trends in the Health Professions

Elective Course 1: 3 Credit Hours
One of the two of the following courses is required for completion of the Healthcare Systems Engineering Graduate Certificate.

- ESI 6609 Industrial Engineering Analytics for Healthcare
- EIN 6358 Engineering Economic Analysis in Health Systems

Elective Course 2: 3 Credit Hours
One of the two of the following courses is required for completion of the Healthcare Systems Engineering Graduate Certificate.

- ESI 6226 Engineering Quality in Health Systems
- ESI 6352 Managing Engineering Risk in Health Systems

Cost Per Credit Hour
For both in-state and out-of-state students, the cost is $1,239.16 per credit hour which includes tuition and fees.

*Fee subject to change.

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 requirement, applicants to this program must provide:
• One official transcript (in a sealed envelope) from each college/university attended
• Résumé or Curriculum Vita
• Goal statement
  • The goal statement should discuss all relevant professional background and any previous research and/or teaching experience. The statement should explain the motivation behind the pursuit of a Master's degree in Industrial Engineering. Future educational and career goals after the completion of the applicant's master study should be discussed. The goal statement should be between 500 and 1,000 words.

• International Students
  • 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.
  • Given the fully online nature of this degree program, International students will not receive an F1 visa, hence you will not take this degree program in the US. International students are free to take this degree program from their home or any country besides the US.

Applications are accepted for the fall and spring terms only.
Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.

### Application Deadlines

<table>
<thead>
<tr>
<th>Healthcare Systems Engineering</th>
<th><em>Fall Priority</em></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Dec 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td></td>
</tr>
</tbody>
</table>

*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.

### Contact Info

Graduate Program

Vernet Lasrado PhD
Director, HSE MS Track
vernet.lasrado@ucf.edu
Telephone: 404-769-5264
Engineering II, Room 312

Ahmad Elshennawy PhD
Professor
ahmade@ucf.edu
Telephone: 407-823-2204
Engineering 2, Room 312

Graduate Admissions

Khue Duong Rymer
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
Memo

To: Dr. Vernet Lasrado, Director, Healthcare Systems Engineering MS Track
Dr. Waldemar Karwowski, Department Chair, Industrial Engineering & Management Systems
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science
Mr. Barry Baker, Director of Libraries
Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Management
Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
Dr. Liz Kionoff, Dean, College of Graduate Studies
Dr. John Weishampel, Senior Associate Dean, College of Graduate Studies

From: Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

Subject: Library Evaluation of the Proposal to add a new online certificate for an existing Healthcare Systems Engineering MS track in Industrial Engineering and Management Systems Department

Date: February 1, 2019

This memorandum is submitted for review and approval. As requested by Dr. Vernet Lasrado, Director, Healthcare Systems Engineering MS Track in the Department of Industrial Engineering & Management Systems, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support a fully online Certificate for an already existing MS track at UCF, i.e., The Healthcare Systems Engineering MS track.

Analysis
This analysis provides resource comparisons with peer institutions to evaluate current holdings for databases, journals, and books. To complete the analysis, the expertise and assistance of fellow UCF Librarians Sara Duff and Ying Zhang was also solicited, which significantly added to the overall evaluation.

Peer Comparisons
When reviewing library support for the proposed online certificate, the following institutions were selected for comparison:
- University of South Florida (USF)
- John Hopkins University
- Penn State University
- NC State University

USF was selected as the closest comparable institution in the state of Florida with a Health Systems Engineering, Scholarly Concentrations Program. John Hopkins and Penn State were selected as out-of-state programs with Healthcare Systems Engineering graduate degree programs.
Summary and Projected Costs for New Library Resources:
The analysis provides a snapshot of the UCF Libraries' holdings and those held at peer institutions.

The UCF Libraries' journals and database holdings appear to meet the current needs for the proposed certificate, and therefore no immediate subscription costs are requested (see full analysis below). However, in the event any new key journal or database becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

The UCF Libraries' book holdings are sufficient in all of the areas covered by this graduate certificate (see full analysis below). However, if the certificate ever shifts to a full program a new assessment will need to be undertaken and new funds may need to be requested.

Full Comparative Analysis on Key Library Resources Supporting the New Fully Online Graduate Healthcare Systems Engineering Certificate:

Key Databases

The following databases covering Healthcare Systems Engineering were compared:

<table>
<thead>
<tr>
<th>Databases</th>
<th>UCF</th>
<th>USF</th>
<th>John Hopkins</th>
<th>Penn State</th>
<th>NC State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compendex (Ei Village)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Medline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Web of Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SciFinder Scholar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Science Direct</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ABI Inform</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Recommendation:
The UCF Libraries database list compares very favorably with the chosen institutions. **We have all the databases needed to support this new online Graduate Certificate.** However, in the event any new key database becomes critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals

The following key journals covering healthcare systems, systems engineering, and related areas were compared:
<table>
<thead>
<tr>
<th>Journal Titles</th>
<th>UCF</th>
<th>USF</th>
<th>John Hopkins</th>
<th>Penn State</th>
<th>NC State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Management Information Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intelligent systems engineering</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Systems Engineering - Theory &amp; Practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Business &amp; Information Systems Engineering</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Journal of Industrial and Systems Engineering (OA journal)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>IIIE Transactions on Healthcare Systems Engine</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>IIIE Transactions on Healthcare Systems Engine</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Health Care Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Recommendation:**
The UCF Libraries journal list compares very favorably with the chosen institutions. **We have the journals needed to support this new Graduate Certificate.** However, in the event any new key journal becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

**Books & E-Books**
The following subject and title keywords were compared in the respective institutions’ library catalogs:

<table>
<thead>
<tr>
<th>Subject</th>
<th>UCF</th>
<th>USF</th>
<th>John Hopkins</th>
<th>Penn State</th>
<th>NC State</th>
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</thead>
<tbody>
<tr>
<td>Medical Informatics</td>
<td>685</td>
<td>537</td>
<td>1041</td>
<td>594</td>
<td>570</td>
</tr>
<tr>
<td>Information Storage and Retrieval Systems</td>
<td>3129</td>
<td>2489</td>
<td>1670</td>
<td>2359</td>
<td>3762</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>1039</td>
<td>497</td>
<td>874</td>
<td>541</td>
<td>598</td>
</tr>
<tr>
<td>Healthcare</td>
<td>2019</td>
<td>1013</td>
<td>2966</td>
<td>5896</td>
<td>1488</td>
</tr>
<tr>
<td>Health Systems</td>
<td>2551</td>
<td>1502</td>
<td>2881</td>
<td>5782</td>
<td>1604</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>6215</td>
<td>5053</td>
<td>5668</td>
<td>8036</td>
<td>7117</td>
</tr>
<tr>
<td>Health Analytics</td>
<td>129</td>
<td>64</td>
<td>265</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>376</td>
<td>228</td>
<td>423</td>
<td>427</td>
<td>303</td>
</tr>
<tr>
<td>Healthcare Logistics</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Health Supply Chains</td>
<td>26</td>
<td>11</td>
<td>58</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16,170</strong></td>
<td><strong>11,396</strong></td>
<td><strong>15,861</strong></td>
<td><strong>23,770</strong></td>
<td><strong>15,547</strong></td>
</tr>
</tbody>
</table>
Recommendation:
The analysis of the collection shows that UCF Libraries compares favorably well with the chosen institutions in book holdings except Penn State, with more book titles on Healthcare, Health Systems and Systems Engineering. **We currently have enough monographs to fully support this new Online Graduate certificate.** However, if this certificate program ever shifts to a full program, new funds may need to be requested to purchase new publications.
APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

Signature of Equal Opportunity Officer ___________________________ Date ____________

[Signature]

Signature of Library Director ___________________________ Date ____________

[Signature]

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
PhD in Sustainable Coastal Systems
2018-2019 Graduate Program New

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type*  
- Program
- Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking 📘 in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking ➡️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College / Department:*  Sustainable Coastal Systems

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

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

Proposed Effective Term / Year*  Fall/2019

Name of program, track and / or certificate:*  PhD in Sustainable Coastal Systems
### Unit(s) Housing Program:

College of Graduate Studies

### Type of Action:

- [x] Program
- [ ] Track
- [ ] Certificate

### Delivery:

- [x] Face to Face
- [ ] UCF Online
- [ ] Mixed Delivery

### If you will be submitting other revision forms for tracks or course actions, please list them here:

IDS 6041. Coastal Challenges in the 21st Century I (3 hr) IDS 6042. Coastal Challenges in the 21st Century II (3 hr) IDS 6043. Approaches and Methods in Coastal Research I (2 hr) IDS 6044. Approaches and Methods in Coastal Research II (2 hr) IDS 6045. Sustainable Coastal Systems Seminar (1 hr) (required to be taken twice)

### Will the program be a market tuition rate program?*

- [ ] Yes
- [x] No

### Will the program be a cost recovery program?*

- [ ] Yes
- [x] No

### Brief Program Description:

The proposed program is an interdisciplinary Ph.D. in Sustainable Coastal Systems. The program will be open to students from a variety of disciplines, including the physical, natural, and social sciences, as well as engineering. The degree program will focus on advanced education in the human and natural processes and components that comprise, affect, and modify coastal systems. It will provide students with rigorous quantitative training in the methods employed by professionals in these fields, along with expertise in broader social and scientific theory. The program will be designed to provide a common core knowledge of coastal issues for all of the participants, followed by in-depth training in specific fields relevant to each student's academic background and career goals. Throughout the curriculum, there will be an emphasis on the interdisciplinary nature of coastal research. Environmental research is by its nature an interdisciplinary pursuit.

### Rationale:

Employment of environmental scientists is projected to grow by 11% over the next ten years. Federal funding agencies are increasingly funding research that is explicitly “bridging” between and among disciplines. The proposed Ph.D. program will provide the academic structure to train a new generation of students who combine a rigorous disciplinary depth with the ability to reach out to professionals in other disciplines and work in interdisciplinary teams.

### Is this a Doctoral Program?

- [x] Yes
- [ ] No

---

Follow these steps to propose courses to the new program curriculum:
Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"—a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the ❌ and proceed.

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

Students entering the program will typically have a background and interest in the interdisciplinary field of coastal-related research and policy. They will enter with degrees in the physical, natural, or social sciences, or engineering, and will be
certification that depends upon this education, etc. prepared for careers in academia, government and private industry. As an interdisciplinary field, no licensure or certification is currently required.

### Year 1

| Headcount: 6 | SCHs: 108 |

### Year 2

| Headcount: 12 | SCHs: 216 |

### Year 3

| Headcount: 18 | SCHs: 324 |

Indicate likely career or student outcomes upon completion: Depending on their career path – academia, government, or private industry – students graduating from the program will become faculty, government regulators, environmental managers, coastal policymakers, and environmental consultants.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

#### Year 1

| Number of assistantship students: 6 | Source of funds: GA |
| Number of fellowship students (specify fellowship): 1 (Trustees/Presidential) |
| Number of tuition remissions: 6 | Source of funds: CGS |

#### Year 2

| Number of assistantship students: 12 | Source of funds: GA |
| Number of fellowship students (specify fellowship): 1 (Trustees/Presidential) |
| Number of tuition remissions: 12 | Source of funds: CGS |

#### Year 3

| Number of assistantship students: 18 | Source of funds: GA |
**Students:**

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship):</th>
<th>1 (Trustees/Presidential)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>12</th>
</tr>
</thead>
</table>

**Source of funds:** CGS

**Attachments**

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines.

- **Faculty List**
  - Attached

- **Support from involved units that no duplication exists**
  - Not Applicable

- **Library Assessment of Resources**
  - Attached

**Administration Use Only**

<table>
<thead>
<tr>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Type</td>
</tr>
</tbody>
</table>

**Status**

- Active-Visible
- Inactive-Hidden

**Catalog Ownership:**
Sustainable Coastal Systems PhD Program

The PhD program in Sustainable Coastal Systems offers advanced education and training in the human and natural processes and components that comprise, affect, and modify coastal systems. It provides students with rigorous quantitative training in the methods employed by professionals in these fields, along with expertise in broader social and scientific theory. Students enter with degrees in the physical, natural, or social sciences, or engineering, and will be prepared for careers in academia, government and private industry. The program is designed to provide common core knowledge of coastal issues for all of the participants, followed by in-depth training in specific fields relevant to each student’s academic background and career goals. Throughout the curriculum, there is an emphasis on the interdisciplinary nature of coastal research.

Curriculum

The interdisciplinary Ph. D. program in Sustainable Coastal Systems requires a minimum of 72 credit hours of course work. The total will include a minimum of 15 dissertation hours. The remainder consists of five required courses (12 credit hours) which provide a core interdisciplinary framework for all students, plus 42 credit hours consisting of additional elective courses and research hours. Students are also expected to produce refereed publications as part of their doctoral studies. At least 27 hours of the total program must consist of formal course work, exclusive of independent study. The program will allow up to 30 credit hours to be waived for students entering with an earned master’s degree. All coursework must be at 5000 level or higher, with a minimum of 36 hours at or above the 6000 level.

Required Core Courses: 12 Credit Hours

IDS 6041. Coastal Challenges in the 21st Century I (3 hr)
IDS 6042. Coastal Challenges in the 21st Century II (3 hr)
IDS 6043. Approaches and Methods in Coastal Research I (2 hr)
IDS 6044. Approaches and Methods in Coastal Research II (2 hr)
IDS 6045. Sustainable Coastal Systems Seminar (1 hr) (required to be taken twice)

Electives: 45 Credit Hours

All program students must take at least 39 credit hours of unrestrictive elective courses that reflect at least two disciplines that support the student’s area of graduate study.

A student must carefully select a set of courses in order to design an appropriate plan of coursework. The purpose of the courses is to ensure that students have depth in their research area as well as have breadth in the interdisciplinary area of coastal systems. The set of courses should also support a student’s area of graduate study and to meet the specific educational needs, goals and objectives of that student.

Unrestricted electives must consist of at least 9 credit hours of formal courses, excluding independent study. The remaining credits may consist of additional coursework, directed research, independent study, and additional dissertation as advised appropriately by faculty adviser and/or program director.

In addition to successfully completing the core courses for the PhD program, students are required to carefully select electives with the guidance of the Program Director or faculty adviser. Elective choices should be made with the intent to strengthen a research interest and/or area of focus in order to meet the individual student’s educational goals and objectives.

Listed below are suggested courses in various areas of focus or specialization. These course groupings are mere guides, are not exhaustive and are only meant to assist with advising and course selection in order to meet the individual student’s educational goals and objectives. They are not intended to restrict elective choices among focus areas as we strongly encourage program students to maintain an interdisciplinary approach to their graduate studies.

If a student identifies another UCF course which may be of value to his/her research area, but is not already identified in a list below, that student may request approval from the Graduate Program Director for the course to be used as an elective in the Graduate Plan of Study. All such requests must be made in advance of enrolling in the course.

Anthropology courses
ANG6498 Advanced Qualitative Methods in Anthropology
ANG6184 Advances in Archaeological Practice
ANG6125C Applied Materials Analysis in the Anthropological Sciences
ANG7184C Applied Integrative Isotopic Sciences
ANG6021 Advanced Topics in Environmental Transformations
ANG6801 Ethnographic Research Methods
ANG6701 Seminar in Applied Anthropology
ANG6181C GIS Applications in Anthropology
ANG5852 GIS Methods in Anthropology
ANG5853 Advanced GIS in Anthropology

**Biology courses**
- BSC 5316 Marine Conservation Biology
- PCB 5435c Marine Ecology of Florida
- PCB 5326C Ecosystems of Florida
- PCB 6409 Global Change Biology

**Civil Engineering courses**
- CWR 5999 Coastal Systems Analysis
- CWR 5634 Water Resources in a Changing Environment
- CWR5125 Groundwater Modelling
- CWR6007 Ecohydraulics
- CWR 6660 Water Policy, Planning and Governance
- CWR 6535 Modeling Water Resources Systems
- ENV6106 Air quality modeling
- ENV 5636 Environmental and Water Resources Systems Analysis
- ENV 6519 Aquatic Chemical Processes
- ENV 6616 Ecological Engineering and Receiving Water Impacts

**Economics/Business courses**
- ECO 6403 Mathematical Economics
- ECO 6118 Microeconomic Theory I
- ECO 7116 Microeconomic Theory II
- ECO 5445 Introduction to Business Analytics
- ECO 6424 Econometrics I
- HIM 6217C Health Care Database Management
- MAN 7275 Organizational Behavior
- MAN 7207 Organization Theory
- MAN 7777 Corporate-level Strategic Management
- GEB 7911 Structural Equation Modeling for Business Research
- MAR 7626 Multivariate Analysis for Business Research
- EDF 7427 Psychometrics
- PAF 7804 Advanced Statistics for Public Affairs I: Multivariate Analysis
- STA 6237 Nonlinear Regression
- STA 6507 Nonparametric Statistics
- STA 6707 Multivariate Statistical Methods

**Geoscience courses**
- GLY 5736 Marine Geology
- GLY 5XXX Coastal Processes

**Political Science courses**
- POS 6743 Geographic Tools for Political Science Research
- POS 6007 Public Policy Analysis
- CPO 6015 Comparative Public Policy
- POS 6735 Conduct of Political Inquiry
- POS 6747 Advanced Topics in Quantitative Political Analysis
- POS 6746 Quantitative Methods in Political Research
- POS 7707 Advanced Qualitative Methods in Political Research
- CPO 6091 Seminar in Comparative Politics
- POS 6007 Seminar in Political Theory
GEO 6472 World Political Geography
INR 6039 International Political Economy
INR 6352 Global Environmental Politics
INR 6356 Environmental Security
PUP 6208 Environmental Politics
PUP 6201 Urban Environmental Policy
PUP 6247 Contemporary Issues in Environmental Politics
INR 6405 International Environmental Law
POS 6XXX Politics of Sustainability (in development)

Public Administration courses
PAD 6035 Public Administration in the Policy Process
PAD 6037 Public Organization Management
PAD 6053 Public Administrators in the Governance Process
PAD 6227 Public Budgeting
PAD 6207 Public Financial Management
PAD 6335 Strategic Planning and Management
PAD 6417 Human Resource Management
PAD 6307 Public Policy Analysis and Management
PAD 6327 Public Program Evaluation Techniques
PAD 6335 Strategic Planning and Management
PAD 6353 Environmental Planning and Policy
PAD 6398 Hazard Analysis and Disaster Planning
PAD 6397 Managing Emergencies and Crises
PAD 6705 Public Sector Communications
PAD 6825 Cross-Sectoral Governance
PAD 6207 Public Financial Management
PAF 7325 Policy and Program Evaluation for Public Affairs
PAD 7026 Advanced Seminar in Public Administration
PAD 7057 Advanced Public Management
PAD 7827 Network Governance
PAD 5338 Land Use and Planning Law
PAD 5356 Managing Community and Economic Development
PAD 6387 Transportation Policy
PAD 6847 Planning Healthy Communities
PAD 6254 Economics of Land Use Planning and Development
PAD 6339 Housing Development and Planning
PAD 6355 Growth Management Approaches and Techniques
PAD 6716 Information Systems for Public Managers and Planners
URP 6711 Sustainable Transportation Planning

Tourism courses
HMG 6710 International Tourism Management
HMG 6738 Tourism Industry Analysis
HMG 6566 Principles of Destination Marketing and Management
HMG 7587 Foundations in Hospitality and Tourism Research
HMG 7295 Theories in Hospitality and Tourism

Dissertation
IDS 7980 Dissertation (15 credit hours minimum)

Advisory Committee

The Advisory Committee shall consist of a minimum of four members, including the dissertation adviser, with at least three members coming from the graduate faculty in the student’s home department. At least one member will be a program member from a department other than the home department. The chair must be a member of the program graduate faculty.
Enrollment Requirements

Students are required to register for 9 credit hours in fall and spring and 6 credit hours in summer before their candidacy exam. After being admitted to candidacy, minimum enrollment is 3 credit hours of dissertation research each semester.

Qualifying Examination

The written qualifying examination should be completed within the first two years of the student’s program. The exam seeks to cover areas of general knowledge and discipline-specific knowledge within the student’s declared field. These questions could be related to the dissertation research proposal or designed to examine general knowledge and reasoning within the field.

The candidate will meet with their advisory committee at least two months prior to the examination to discuss expectations. Committee members must clearly articulate in writing the general areas that may be examined. Any student failing the examination must repeat the examination within six calendar months of the date of the first examination and requires a majority vote by committee members to pass the exam. A second failed attempt will result in dismissal from the program.

Candidacy Examination

Each student will be required to generate, organize and orally defend a written proposal outlining their dissertation research to their dissertation advisory committee no later than 12 months after passing the Qualifying Examination. The oral Candidacy Examination will cover all areas within the scope of the student’s doctoral program and requires that the student demonstrate knowledge of the theory, literature and research methodologies relevant to the proposed area of research as well as demonstrate an understanding of how their work relates to the field of biology as a whole. After passing the candidacy examination and meeting other requirements, the student will be deemed as having been admitted to candidacy and can register for dissertation hours. For most students, the research and writing of the dissertation will take two to three years after advancing to candidacy. During this time, students should remain in close contact with the dissertation adviser and advisory committee and annual progress reports must be filed with the Graduate Program Director.

Candidacy Examination Proposal

A written dissertation proposal, already approved by the adviser, must be submitted to each committee member no later than two weeks prior to the Candidacy Examination. Typically, the proposal will be in the format described below. However, in cases where this format is not appropriate, an alternative format may be used with the approval of the dissertation adviser. The proposal should be approximately 10 to 15 pages in length not including references, single-spaced and typed in 12-point font with one-inch margins on all sides. The use of figures and tables is encouraged. With rare exceptions it is expected that dissertation research will be hypothesis-driven.

1. Specific Aims: Describe concisely the problem(s) to be addressed and the specific goals of the dissertation research as they relate to the problem(s), including clear statements of hypotheses to be tested.
2. Background and Significance: Review background literature relevant to the dissertation topic, indicating clearly where gaps in knowledge exist. Justify the need for the research by explaining its anticipated significance. Conclude by linking gaps in current knowledge to the proposed specific aims.
3. Methodology: Outline carefully the study design (observations, experiments, models, statistical analysis, etc.) related to, and the methodology to be used for, each specific aim. Methodologies should be explained in sufficient detail to allow committee members to assess the validity of its use in the study. Potential outcomes and alternative approaches should be discussed.
4. Literature Cited: References should be indicated in the main body of the proposal wherever appropriate and should follow the format of a peer-reviewed journal in a field of study appropriate to your research. This section can be as long as necessary.

Examination Process

At least two weeks prior to the examination, an abstract describing the proposed research will be posted in the and circulated by e-mail among program faculty and graduate students. The candidate will present the research proposal in a forum open to all faculty, students and visitors. The oral presentation should be approximately 30-45 minutes in length to be followed by a public question-and-answer period. Presentation of preliminary data is neither required nor expected, but should be provided if available and relevant. With the exception of the advisory committee and candidate, all faculty, students and visitors will leave at the conclusion of the public question-and-answer period. The committee will continue the exam in closed session with further questioning. Questions can be directed to any matter relevant to the research proposal and areas of weakness previously identified in the written (qualifying) exam. A majority vote is required to pass the examination; however, no more than one negative vote is permitted. The majority must include the dissertation adviser. Any student failing the examination must repeat the examination within six calendar months of the date of the first examination. A second failed attempt will result in dismissal from the program.

Admission to Candidacy

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Program of study submitted and approved.
- Dissertation Committee formed (without external member)
- Successful completion of the qualifying exam.
- Completion of all coursework (except for dissertation hours)
- External member added to Dissertation Committee.
- Successful completion of candidacy exam.

Dissertation Defense

The dissertation is expected to represent an original and significant contribution to the discipline. Upon completion and approval of the doctoral dissertation by all appropriate faculty and university offices, the student will make a formal presentation of the research findings in seminar format to the dissertation committee and other university faculty and students who may wish to attend.

The dissertation should be in a format appropriate for publication and should be “tightened” to a readiness for submittal by use of appendices for nonessential information. The major role of the student’s advisory committee is to offer guidance on study design and interpretation of results. A polished draft must be delivered to the advisory committee for review after the student and dissertation adviser have agreed upon editorial changes; this should occur well before the anticipated date of the final defense. Committee members have the right to reject documents that fail to meet these guidelines. Committee members should be given at least two weeks to review the draft before the student attempts to schedule the final defense. The final defense is to be scheduled only after the advisory committee agrees that the dissertation is ready for defense. Committee members should return the corrected dissertation to the student two weeks after receipt and the candidate should check with committee members to ensure they have the time to review the document. If the student delivers the final draft to the committee one month prior to the proposed defense date, that will allow two weeks before the scheduled defense date for the student to make recommended changes.

At least two weeks prior to the defense, an abstract describing the research conducted and conclusions reached will be posted and circulated by e-mail among program faculty and graduate students, and posted at the College of Graduate Studies Events Calendar. The candidate will present the research in a forum open to all faculty,
students, and visitors. The oral presentation should be approximately 45-50 minutes in length to be followed by a question-and-answer period. In the presentation the candidate should focus on background information, describe the research performed, and draw attention to the significance of the conclusions reached. With the exception of the committee and candidate, all faculty, students, and visitors will leave at the conclusion of the question-and-answer period. The committee will continue the defense and the candidate will answer questions about the subject matter presented and defend the conclusions drawn. The committee will ask questions of the process used and assess the candidate’s level of competency with the research topic. A majority vote is required to pass the examination; however, no more than one negative vote is permitted. The majority must include the dissertation adviser.

**Summary of Graduation Requirements**

The student will successfully complete a minimum of 72 semester hours of graduate credit beyond the Bachelor’s degree or a minimum of 42 semester hours of graduate credit beyond the master’s degree. Only graduate-level credit with a grade of "C-" or higher may be used to satisfy degree requirements. These credits must be taken as part of an approved graduate plan of study.

The qualifying exam will be successfully completed within the first two years for students who have completed a master’s degree and after 30 hours of coursework for students entering into the PhD program with only a bachelor’s degree.

In addition to the Qualifying Examination, the student must pass a Candidacy Examination and a Dissertation Defense Examination.

**Admissions Requirements**

The Sustainable Coastal Systems PhD program will comply with general UCF graduate admissions requirements ([https://graduate.ucf.edu/admissions/](https://graduate.ucf.edu/admissions/)). Applicants must apply online at ([https://applynow.graduate.ucf.edu/apply/](https://applynow.graduate.ucf.edu/apply/)).

All requested materials must be submitted by the established deadline. In addition to the general UCF graduate application requirements, applicants to the Sustainable Coastal Systems PhD program must provide:

- One official transcript (in a sealed envelope) from each college/university attended
- Official, competitive GRE score taken within the last five years
- Bachelor’s or master’s degree in a related discipline from an accredited program
- A minimum undergraduate Grade Point Average (GPA) of 3.0/4.0.
- International applicants are required to have a TOEFL score of 80 internet-based, 213 computer based, or 550 paper-based or an International English Language Testing System (IELTS) score of 6.5
- Resume or *Curriculum vitae*
- Written statement defining the student’s educational, research, and professional career objectives
- Three letters of recommendation.

For international students, a course-by-course evaluation of the student’s official transcript must be submitted to a credential evaluation service recommended by UCF and an official GPA must be provided by the evaluating agency. Currently there are two agencies approved by the UCF Graduate College: World Educational Services (WES) and Joseph Silny.

Admission to the PhD program will be granted by the Graduate Program Coordinator, in consultation with the program’s admissions committee.

<table>
<thead>
<tr>
<th>Application Deadlines</th>
<th>*Fall</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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**Priority**

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<th>Domestic Applicants</th>
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<td><strong>Priority</strong></td>
<td>Jan 15</td>
<td>Jan 15</td>
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<tr>
<td><strong>Feb 1</strong></td>
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<td><strong>-</strong></td>
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</tbody>
</table>

*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.

Students applying for summer or spring admission will be considered on an ad hoc basis.

**Financial Support**

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies [Funding website](https://www.ucf.edu/), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](https://www.ucf.edu/) 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](https://www.ucf.edu/), which includes descriptions of university fellowships and what you should do to be considered for a fellowship.
PhD Program in Sustainable Coastal Systems

List of Participating Faculty

Salvador Almagro-Moreno (Biomed Sci.)
Sergio Alvarez (Tourism)
Jacopo Baggio (Political Science)
Sara Barber (Anthropology)
Melanie Beazley (Chemistry)
Lisa Chambers (Biology)
Geoffrey Cook (Biology)
Joseph Donoghue (Physics)
Christopher Emrich (Public Admin.)
Alan Fyall (Tourism)
Timothy Hawthorne (Sociology)
Peter Jacques (Political Sci.)
Kelly Kibler (Environmental Engineering)
Claire Knox (Public Admin.)
Kristy Lewis (Biology)
Kate Mansfield (Biology)
Talea Mayo (Environmental Engineering)
Joseph Milon (Economics)
Anna Savage (Biology)
Thomas Wahl (Civil Engg.)
Linda Walters (Biology)
Graham Worthy (Biology)
Cherie Yestrebsky (Chemistry)
Memo

To: Dr. Joseph Donoghue, National Center for Integrated Coastal Research, Planetary Sciences Program, Department of Physics
Mr. Barry Baker, Director of Libraries
Dr. Elizabeth Klonoff, Vice President for Research & Dean of College of Graduate Studies
Dr. Eduardo Mucciolo, Chair, Department of Physics
Dr. Graham Worthy, Chair, Department of Biology
Dr. Cherie Yestrebsky, Chair, Department of Chemistry
Dr. Mohamed Abdel-Aty, Chair, Department of Civil, Environmental & Construction Engineering
Dr. Kerstin Hamann, Chair, Department of Political Science
Dr. Naim Kapucu, Director, School of Public Administration
Dr. Elizabeth Mustaine, Chair, Department of Sociology
Dr. Tosha Dupras, Chair, Department of Anthropology
Dr. Youcheng Wang, Dean, Rosen College of Hospitality Management
Dr. Alan Fyall, Interim Chair, Department of Tourism, Events & Attractions, Rosen College
Ms. Selma Jaskowski, Associate Director, Technology Services & Resource Management
Ms. Ying Zhang, Department Head, Acquisitions & Collections
Ms. Sara Duff, Acquisitions & Collections Assessment Librarian

From: Corinne Bishop, Social Sciences & Graduate Outreach Librarian
Sandy Avila, Science Librarian
Buenaventura Basco, Engineering Librarian
Tim Bottorff, Hospitality Management & Tourism Librarian
Rebecca Murphey, Anthropology & Sociology Librarian

Date: November 30, 2018

Subject: Library Report for New Proposal for Sustainable Coastal Systems, PhD
Department of Interdisciplinary Studies, College of Graduate Studies

This memorandum is submitted for review and approval. As requested by Dr. Joseph Donoghue of the Department of Physics, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries’ resources to support a new Sustainable Coastal Systems PhD, which is an interdisciplinary program in the College of Graduate Studies.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings for databases, journals, and books. To complete the analysis, the expertise and assistance of fellow subject librarians (noted in this report), Ying Zhang and Sara Duff was solicited, which significantly added to the overall evaluation.
Peer Comparisons

Institutions identified for comparisons are based on UCF peer and aspirational peer institutions, faculty recommendations, and programs offered at other institutions. Both print and electronic collections were compared with holdings at institutions in Florida and in the nation, which included the following.

- University of South Florida (USF) Marine Science PhD Program
- University of Florida (UF) Coastal Ecosystem Dynamics PhD Program
- Arizona State University (ASU) Sustainability, PhD Program
- Columbia University (CU) Sustainable Development PhD Program

Summary and Projected Costs for New Resources

This analysis provides a snapshot of UCF Libraries’ holdings and those held at peer institutions. The UCF Libraries’ journal and database holdings appear to meet the current needs for the proposed program, and therefore no immediate subscription costs are requested. However, if any new key journals or databases become critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources (please see the full analysis below).

In addition, the Libraries book holdings appear to be adequate to support the proposed program, due to the program’s initial size and especially with UCFs strong holdings in Environmental Sciences. Therefore, no funds are requested at this time. However, UCF monograph holdings rank below most peer institutions in some subject areas, and it is anticipated new titles about coastal studies and related areas will be published in the future. As such, funding for additional books in these areas is strongly recommended should the program grow in size or scope. Please note also that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Key Databases

Key databases for Biology, Chemistry, Civil Engineering, Environmental Engineering, Physics, Political Science, Public Administration, Sociology, and Tourism were compared.

<table>
<thead>
<tr>
<th>Database Title</th>
<th>UCF</th>
<th>USF</th>
<th>UF</th>
<th>ASU</th>
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<td>2. Aqualine</td>
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<tr>
<td>3. Aquatic Science &amp; Fisheries Abstracts</td>
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<tr>
<td>5. BioOne Complete</td>
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<td>X</td>
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<tr>
<td>6. Earth, Atmospheric &amp; Aquatic Science</td>
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<tr>
<td>7. Ecology Abstracts</td>
<td>X</td>
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<tr>
<td>8. Environmental Engineering Abstracts</td>
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<td>9. GeoRef</td>
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<td>10. GreenFile</td>
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<tr>
<td>11. Hospitality &amp; Tourism Complete</td>
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<tr>
<td>12. Hospitality, Tourism &amp; Leisure Collection</td>
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<td>13. Nexis Uni (LexisNexis Academic)</td>
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<td>14. Oceanic Abstracts</td>
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<tr>
<td>15. Oxford Journals</td>
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</tbody>
</table>
Recommendation:

The Libraries current database subscriptions compare favorably with the selected institutions and appear to be adequate to support the proposed program. Therefore, no new databases are requested at this time. However, if any new key database(s) become critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals Titles

To conduct a journal comparison, top-ranked *Environmental Sciences* journals were identified using Journal Citation Reports (JCR) along with journal titles in related program areas. Comparisons included the following key journals covering Biology, Chemistry, Civil Engineering, Physics, Political Science, Public Administration, Sociology, and Tourism.

<table>
<thead>
<tr>
<th>Journal Title</th>
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<td>2. Global Change Biology</td>
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<td>3. Frontiers in Ecology &amp; the Environment</td>
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<tr>
<td>6. Land Degradation &amp; Development</td>
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<td>7. Water Research</td>
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<tr>
<td>8. Reviews of Environmental Contamination &amp; Toxicology</td>
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<tr>
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<tr>
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<td>X</td>
<td>X</td>
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<tr>
<td>14. Journal of Environmental &amp; Sustainability Law</td>
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<td>15. Sustainability of Water Quality and Ecology</td>
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<td>16. Chemical Engineering Journal</td>
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<tr>
<td>17. Tourism Management</td>
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<td>18. Environmental Innovation &amp; Societal Transitions</td>
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<td>20. Wiley Interdisciplinary Reviews – Climate Change</td>
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</table>
21. Resources Conservation & Recycling
22. Review of Environmental Economics & Policy
23. Journal of Industrial Ecology
24. Journal of Environmental Management
25. Wiley Interdisciplinary Reviews – Water
26. Climate Policy
27. Marine Chemistry
29. Estuaries & Coasts
30. Geo-Marine Letters

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<th>Subject Headings</th>
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**Recommendation:**

The Libraries current journal subscriptions compare favorably with the selected institutions and appear to be adequate to support the proposed program. Therefore, no new journal subscriptions are requested at this time. However, if any new key journals become critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

**Monographs**

To compare monographs, Library of Congress Subject Headings were used to conduct searches. (As noted in the Library of Congress Subject Headings, “Works on the composite of physical, biological, and social sciences concerned with the conditions of the environment and their effects are entered under environmental sciences.”)
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**Recommendation:**

The Libraries monograph holdings appear to be adequate to support the proposed program, especially with UCFs strong holdings in Environmental Sciences. Therefore, no funds are requested at this time. However, UCF holdings rank below most peer institutions in many subject areas, such as Coastal Zone Management, Marine Ecology, Ecotourism, etc. It is anticipated also that new titles about coastal studies and related interdisciplinary areas will be published in the future and additional books will be needed. Therefore, funding for additional books in these areas is strongly recommended to add these resources should the program grow in size or scope.

Submitted by,

Corinne Bishop, Social Sciences & Graduate Outreach Librarian
University of Central Florida Libraries
[corinne.bishop@ucf.edu](mailto:corinne.bishop@ucf.edu)

Sandy Avila, Science Librarian
University of Central Florida Libraries
[Sandy.Avila@ucf.edu](mailto:Sandy.Avila@ucf.edu)

Buenaventura (Ven) Basco, Engineering Librarian
University of Central Florida Libraries
[Buenaventura.Basco@ucf.edu](mailto:Buenaventura.Basco@ucf.edu)

Tim Bottorff, Department Head & Hospitality Management & Tourism Librarian
Rosen Library (Universal Orlando Foundation Library)
[Tim.Bottorff@ucf.edu](mailto:Tim.Bottorff@ucf.edu)

Rebecca Murphey, Anthropology & Sociology Librarian
University of Central Florida Libraries
[Rebecca.Murphey@ucf.edu](mailto:Rebecca.Murphey@ucf.edu)
APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

<table>
<thead>
<tr>
<th>Signature of Equal Opportunity Officer</th>
<th>Date</th>
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<table>
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This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
Graduate Certificate in Academic Advising
2018-2019 Graduate New Certificate or Track

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type
- Program
- Shared Core

Proposal Type

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College
- College of Community Innovation and Education

Unit / Department / College:
- Department of Educational Leadership & Higher Education

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

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

Proposed Effective Term / Year
- Fall 2019
<table>
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<th>Name of program, track and / or certificate:*</th>
<th>Graduate Certificate in Academic Advising</th>
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<td>Depat of Ed Leadership and Higher Education</td>
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<td></td>
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<tr>
<td>Delivery:*</td>
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<td></td>
<td>☑ UCF Online</td>
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<tr>
<td></td>
<td>□ Mixed Delivery</td>
</tr>
<tr>
<td>If you will be submitting other forms for tracks or course actions, please list them here:</td>
<td></td>
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<tr>
<td>Will the program be a market tuition rate program:*</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Will the program be a cost recovery program:*</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Brief Program Description:*</td>
<td>The academic advising graduate certificate prepares professionals who are entering the field of academic advising to expand their knowledge of topics relevant to academic advising including learning theory, student development theory, retention theories, diversity issues, career development and leadership in higher education and will complete a practical internship. The program also provides a benefit to practicing academic advisors, administrators and faculty interested in becoming more knowledgeable in these areas. To receive the certificate, students must complete the 16 credit hours of graduate course work. A. Students will complete two (2) required courses: EDH 6047: Theories of College Student Development EDH 6105: Retention Strategies in Colleges and Universities B. Students will complete their choice of three (3) electives: EDH 6081: Contemporary Issues in Colleges and Universities EDH 6204: Leadership in College Organizations EDH 6305: Teaching and Learning in Colleges and Universities SDS 6347: Career Development</td>
</tr>
</tbody>
</table>
C. Internship - Students will complete a 1 credit hour internship (15-20 hours) in an advising office or position approved by the faculty advisor.

EDH 6946: Internship

Rationale: Literature on the subject of advising and retention concludes that college student success improves when college students make progress toward educational and career goals; and when they are satisfied with the quality of educational programs, services, and environment. The changing structure of the university, the addition of faculty and the growing number of program and degree offerings demands more academic advisors.

Follow these steps to propose courses to the new program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Prospective Curriculum*

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*
  - Yes ☐ No ☐
in their existing program, track, or certificate?*

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

This is an entirely new certificate. Current and new students can choose this as a stand alone program or in addition to their current program.

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.

The people who will enroll in this program will be all those interested student services positions, specifically academic advising and advising leadership. There are hundreds of academic advisors in the various institutions in the central Florida area. Under the tuition waiver program, those currently in advising or other leadership positions may take advantage of the opportunity to advance their education and training by using the tuition program to enroll in these courses.

Year 1

<table>
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Year 2

<table>
<thead>
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<th>Headcount: 20</th>
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Year 3

<table>
<thead>
<tr>
<th>Headcount: 25</th>
<th>SCHs: 300</th>
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</thead>
</table>

Indicate likely career or student outcomes upon completion:

Students will be able to pursue positions in academic advising or advising leadership and administration.

Students will gain skills relevant to successful academic advising through engaging in the coursework and the internship.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
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<p>| Number of fellowship | |
|----------------------| |</p>
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<th>Number of assistantship students</th>
<th>Source of funds</th>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
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<tr>
<td>Year 3</td>
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**Attachments**

Please attach any required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner.

Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines.

- **Faculty List** [Attached]
- **Support from involved units that no duplication exists** [Attached, Not Applicable]
- **Library Assessment of Resources** [Attached]
<table>
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<th>Program Type</th>
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<td>Status*</td>
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Academic Advising Graduate Certificate

Program Description

The academic advising graduate certificate prepares professionals who are entering the field of academic advising to expand their knowledge of topics relevant to academic advising including learning theory, student development theory, retention theories, diversity issues, career development and leadership in higher education and will complete a practical internship. The program also provides a benefit to practicing academic advisors, administrators and faculty interested in becoming more knowledgeable in these areas.

To receive the certificate, students must complete the 16 credit hours of graduate course work.

A. Students will complete two (2) required courses:
   
   EDH 6047: Theories of College Student Development
   EDH 6105: Retention Strategies in Colleges and Universities

B. Students will complete their choice of three (3) electives:
   
   EDH 6081: Contemporary Issues in Colleges and Universities
   EDH 6204: Leadership in College Organizations
   EDH 6305: Teaching and Learning in Colleges and Universities
   SDS 6347: Career Development

C. Internship - Students will complete a 1 credit hour internship (15-20 hours) in an advising office or position approved by the faculty advisor.

EDH 6946: Internship

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

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<tr>
<td>International Applicants</td>
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</table>

*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.

Contact Info

Graduate Program

Thomas Cox EdD
thomas.cox@ucf.edu
ED 315Q

Graduate Admissions

Christina Dabrowski
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
Academic Advising Graduate Certificate

Faculty

Dr. Kathleen King, Professor of Higher Education – Coordinator of Higher Education Programs
Dr. Thomas Cox, Associate Professor of Higher Education -College Teaching and Leadership
Dr. Stacy Van Horn, Associate Lecturer, School Counseling and Career Counseling Coordinator
Dr. Nancy Marshall, Lecturer of Higher Education -Student Personnel Services
No Duplication Statement

There is no duplication because the certificate is entirely inclusive of existing courses already taught by the faculty and in the same College and Unit.

Thomas D. Cox
MEMO

To: Dr. RoSusan Bartee, Chair, Department of Educational Leadership and Higher Education
   Dr. Kathleen King, Program Coordinator, Higher Education and Policy Studies
   Dr. Thomas Cox, Associate Professor, Higher Education and Policy Studies
   Dr. Glen Lambie, Associate Dean, Graduate and Clinical Affairs
   Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
   Ms. Sara Duff, Acquisitions Librarian
   Ms. Selma Jaskowski, Assoc. Director, Technical Services & Resource Management
   Mr. Barry Baker, Director of Libraries
   Dr. Devon Jensen, Associate Dean, College of Graduate Studies
   Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Education

Subject: Academic Advising, Graduate Certificate Library Analysis

Date: February 22, 2019

While no new courses are being added for this graduate certificate, academic advising is being emphasized much more. Therefore, we are doing this analysis to insure graduate students and faculty associated with the certificate will have the library resources needed to complete any research or professional projects associated with the certificate.

Peer Comparisons
When reviewing library support (databases, journal titles, and books) for the Academic Advising Graduate Certificate, the faculty and I selected the following institutions for comparison:

Programs selected:

- University of South Florida, Graduate Certificate, Academic Advising
- Sam Houston State University, Graduate Certificate in Academic Advising
- Kent State University, Career and Academic Advising Certificate
Summary and Projected Costs for New Library Resources

Since the University of Central Florida offers a Ph.D. degree in Higher Education, an EdD in Higher Education (Educational Leadership), and an MA in Higher Education/Student Personnel (Educational Leadership), we have acquired many resources that will also support this certificate. The only databases we lack are Psychology: A Sage Full-Text Collection and Psychology & Behavioral Science Collection. We do subscribe to Sage Journals which includes most to the psychology and counseling journals found in Psychology: Sage. In addition, UCF has access to Gale’s Psychology Collection which the other libraries don’t have. Therefore, UCF’s database list compares favorably to the chosen peer institutions. The UCF Libraries’ current journal and databases holdings will meet the needs for the proposed graduate certificate, and therefore no immediate subscription costs are requested (see full analysis below). In the event any new key journal or database becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparison with the peer institutions chosen shows that UCF compares favorably with them and has the books needed to support the graduate certificate program in the area of Academic Advising. Only Kansas State University has more books than UCF and they support a Master’s degree in Academic Advising. Additional books might need to be purchased, depending upon the curriculum, if a Master’s in Academic Advising is pursued, amount and titles to be determined at the time the Master’s degree is proposed. Should you pursue a Ph.D. in Academic Advising, you will need an additional library collection analysis at that time.

Our Reference books compare favorably to the chosen peer institutions. Only one title is held by multiple libraries and that one is not necessarily needed by UCF since we hold a number of regular book titles on that topic that would suffice.

Projected costs needed to acquire library materials to support the new certificate:

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</table>

**Database Analysis:** The only databases UCF does not subscribe to are Psychology: A Sage Full-Text Collection and Psychology & Behavioral Science Collection. Most of the Sage titles are in the broader package of SAGE Journals to which we do subscribe. We also have ProQuest’s Social Science Collection and the Psychology Collection from Gale as well. Therefore, UCF has the databases needed to support the proposed Academic Advising Graduate Certificate.

**Journals**
<table>
<thead>
<tr>
<th>Journal Title</th>
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<td>Journal of College Admission</td>
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<tr>
<td>Journal of College Student Development</td>
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<td>x</td>
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<td>Journal of College Student Retention: Research, Theory &amp; Practice</td>
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<td>Journal of Student Affairs Research and Practice</td>
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<tr>
<td>Journal of the First Year Experience &amp; Students in Transition</td>
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<td>New Directions for Higher Education</td>
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<td>New Directions for Student Services</td>
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<td>New Directions for Teaching and Learning</td>
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**Journal Analysis:** Note that the UCF Libraries hold all the journal titles listed. No additional journal titles are needed for the proposed graduate certificate.
**Books**

**Subjects**

<table>
<thead>
<tr>
<th>Subject Headings</th>
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<td>4</td>
<td>19</td>
<td>46</td>
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<td>College dropouts--Prevention</td>
<td>27</td>
<td>14</td>
<td>8</td>
<td>19</td>
<td>11</td>
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<tr>
<td>College student development programs</td>
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<td>11</td>
<td>30</td>
<td>26</td>
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<td>Counseling in higher education (for Academic advising)</td>
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<td>8</td>
<td>13</td>
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<td><strong>96</strong></td>
<td><strong>149</strong></td>
<td><strong>267</strong></td>
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<thead>
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<th></th>
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<td>.63</td>
<td>.47</td>
<td>.73</td>
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</table>

**Book Analysis:** UCF’s monograph holdings compare favorably to holdings of the institutions compared. UCF has more monograph holdings than USF, Sam Houston State and Kent State. Only Kansas State University has more volumes and that is because they support a Master’s degree in Academic Advising.

Should a Master’s degree in Academic Advising come forward, we may need an additional library collection analysis, depending upon the curriculum emphasis.

**Reference Books**

<table>
<thead>
<tr>
<th>Title</th>
<th>UCF</th>
<th>USF</th>
<th>Sam Houston State</th>
<th>Kent State</th>
<th>K-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Approaches Strategies That Teach Students to Make the Most of College, 2013</td>
<td>x</td>
<td>x</td>
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<td>College Student Counseling Treatment Planner, 2004</td>
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<tr>
<td>Handbook for Student Leadership Development, 2011</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
</tr>
<tr>
<td>Handbook of Career Advising, 2009</td>
<td>x</td>
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<tr>
<td>Handbook of International Student Advising, 2013</td>
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<td>x</td>
</tr>
<tr>
<td>Title</td>
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<td>USF</td>
<td>Sam Houston State</td>
<td>Kent State</td>
<td>K-State</td>
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<tr>
<td>Handbook on Student Development: Advising, Career Development, and Field Placement, 2012</td>
<td></td>
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<tr>
<td>How to Succeed in College (While Really Trying), 2012 $14.00</td>
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<tr>
<td>Special Populations in College Counseling: A Handbook for Mental Health Professionals, 2007</td>
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<td>Student Services: A Handbook for the Profession, 2017</td>
<td>x</td>
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<td>1989</td>
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<tr>
<td>Students with Asperger Syndrome: a Guide for College Personnel, 2009</td>
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<td></td>
<td>x</td>
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<tr>
<td>Work Your Career: Get What You Want From Your Social Sciences or Humanities PhD, 2018</td>
<td>x</td>
<td></td>
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</tr>
</tbody>
</table>

**Reference Book Analysis:** UCF holds 7 of the 12 titles listed. No institution holds all of them. The only title that 3 of the institutions hold that we do not is *How to Succeed in College (While Really Trying).* We do have a number of regular books on this topic that are newer so this title is not particularly needed in our collection. No additional funds are needed for reference materials in this area at this time.
Library Resources

A request to Terrie Sypolt has been made to complete an assessment of the library resources. Terrie is the CCIE librarian and provides research assistance, library instruction, and collection development for all departments in the College of Community Innovation and Education.

Since the courses are already part of other programs and being offered currently, existing resources are sufficient and no additional resources are needed.
Graduate Certificate in Housing and Residence Life

2018-2019 Graduate New Certificate or Track

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type
- Program
- Shared Core

Proposal Type
Graduate Program Addition-New

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College
College of Community Innovation and Education

Unit / Department / College:
Department of Educational Leadership & Higher Education

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

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.
<table>
<thead>
<tr>
<th>Proposed Effective Term / Year*</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of program, track and / or certificate:*</td>
<td>Graduate Certificate in Housing and Residence Life</td>
</tr>
<tr>
<td>Unit(s) Housing Program:</td>
<td>College of Community Innovation and Education</td>
</tr>
</tbody>
</table>
| Type of Action:* | Track  
   - Certificate |
| Delivery:* | Face to Face  
   - UCF Online  
   - Mixed Delivery |
| If you will be submitting other forms for tracks or course actions, please list them here: |
| Will the program be a market tuition rate program?* | Yes  
   - No |
| Will the program be a cost recovery program?* | Yes  
   - No |
| Brief Program Description:* | The housing and residence life leadership graduate certificate is designed to prepare individuals to become leaders and professionals in the residence life profession. It will expand their knowledge of topics relevant to residence life including student development theory, student personnel services, the first-year college experience, diversity issues, and legal and ethical issues in student services. Additionally, individuals will develop their own leadership skills as well as curriculum development for programs involving students in residence at colleges and universities. A practical internship is required to allow hands on field experience in housing and residence life.  
   
   To receive the certificate, students must complete the 16 credit hours of graduate course work.  
   
   **A.** Students will complete two (2) required courses:  
   
   EDH 6634: Student Personnel Services in Higher Education  
   
   EDH 6047: Theories of College Student Development  
   
   **B.** Students will complete their choice of three (3) electives:  
   
   EDH 6204: Leadership in College Organizations  
   
   EDH 6215: The College Curriculum |

https://ucf.curriculog.com/proposal/2292/print
EDH 6045: The First Year College Experience
EDH 6407: Ethical and Legal Issues in Student Personnel Services
EDH 6046: Diversity in Higher Education

C. Internship - Students will complete a 1 credit hour internship (15-20 hours) in a residence life position or a closely related position approved by the faculty advisor.

EDH 6946: Internship

Rationale:
There are very many residence life professionals that could take advantage of this opportunity to advance their knowledge in the field. This certificate would create an opportunity for those currently in the role and those interested in residence life to take advantage of the tuition benefits and pursue an advanced certificate to aid their professional development as well as create an opportunity for career advancement.

Follow these steps to propose courses to the new program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Prospective Curriculum*

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?

This is an additional certificate that students can choose. It does not impact their current degree process or progress.

---

**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.

The people who will enroll in this program will be all those interested in residence life positions, specifically resident advisors, resident assistants, residence hall directors, housing administrators, and all those working with students in a residence life capacity. With the many institutions of higher education, the central Florida area, there are many residence life professionals who can benefit from enrolling in this program. Under the tuition waiver program, those currently holding positions in residence life or other leadership positions may take advantage of the opportunity to advance their education and training by using the tuition program to enroll in these courses.

---

**Year 1**

| Headcount: | 15 |
| SCHs:      | 180 |

**Year 2**

| Headcount: | 20 |
| SCHs:      | 240 |

**Year 3**

| Headcount: | 25 |
| SCHs:      | 300 |

Indicate likely career or student outcomes upon completion:

Students will be able to pursue positions in housing and residence life.

Students will gain skills relevant to successful leadership in housing and residence life through engaging in the coursework and the internship.
Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

**Year 1**

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>NA</th>
<th>Source of funds:</th>
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<tr>
<td>Number of fellowship students (specify fellowship):</td>
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<td></td>
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<td>Number of tuition remissions:</td>
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**Year 2**

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<tr>
<th>Number of assistantship students:</th>
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<td>Number of tuition remissions:</td>
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**Year 3**

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<td></td>
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<tr>
<td>Number of tuition remissions:</td>
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<td></td>
</tr>
</tbody>
</table>

### Attachments

Please attach any required files by navigating to the Proposal Toolbox and clicking 📜 in the top right corner.

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

Faculty List* ✔️ Attached
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<thead>
<tr>
<th>Support from involved units that no duplication exists*</th>
<th>Attached</th>
<th>Not Applicable</th>
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<tbody>
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<td>Library Assessment of Resources*</td>
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### Administration Use Only

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<th>Inactive-Hidden</th>
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</table>

| Catalog Ownership: |
Housing and Residence Life Graduate Certificate

Program Description

The housing and residence life leadership graduate certificate is designed to prepare individuals to become leaders and professionals in the residence life profession. It will expand their knowledge of topics relevant to residence life including student development theory, student personnel services, the first-year college experience, diversity issues, and legal and ethical issues in student services. Additionally, individuals will develop their own leadership skills as well as curriculum development for programs involving students in residence at colleges and universities. A practical internship is required to allow hands on field experience in housing and residence life.

To receive the certificate, students must complete the 16 credit hours of graduate course work.

A. Students will complete two (2) required courses:
   EDH 6634: Student Personnel Services in Higher Education
   EDH 6047: Theories of College Student Development

B. Students will complete their choice of three (3) electives:
   EDH 6204: Leadership in College Organizations
   EDH 6215: The College Curriculum
   EDH 6045: The First Year College Experience
   EDH 6407: Ethical and Legal Issues in Student Personnel Services
   EDH 6046: Diversity in Higher Education

C. Internship - Students will complete a 1 credit hour internship (15-20 hours) in a residence life position or a closely related position approved by the faculty advisor.
   EDH 6946: Internship

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

## College Teaching and Leadership Graduate Certificate

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
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<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
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<td></td>
</tr>
</tbody>
</table>

*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.*

## Contact Info

**Graduate Program**

**Thomas Cox EdD**  
thomas.cox@ucf.edu  
ED 315Q

**Graduate Admissions**

**Christina Dabrowski**  
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
Housing and Residence Life Graduate Certificate

Faculty

Dr. Kathleen King, Professor of Higher Education – Coordinator of Higher Education Programs
Dr. Thomas Cox, Associate Professor of Higher Education -College Teaching and Leadership
Dr. Stacy Van Horn, Associate Lecturer, School Counseling and Career Counseling Coordinator
Dr. Nancy Marshall, Lecturer of Higher Education -Student Personnel Services
No Duplication Statement

There is no duplication because the certificate is entirely inclusive of existing courses already taught by the faculty and in the same College and Unit.

Thomas D. Cox
MEMO

To: Dr. RoSusan Bartee, Chair, Department of Educational Leadership and Higher Education  
Dr. Kathleen King, Program Coordinator, Higher Education and Policy Studies  
Dr. Thomas Cox, Associate Professor, Higher Education and Policy Studies  
Dr. Glen Lambie, Associate Dean, Graduate and Clinical Affairs  
Ms. Ying Zhang, Dept. Head, Acquisitions & Collections  
Ms. Sara Duff, Acquisitions Librarian  
Ms. Selma Jaskowski, Assoc. Director, Technical Services & Resource Management  
Mr. Barry Baker, Director of Libraries  
Dr. Devon Jensen, Associate Dean, College of Graduate Studies  
Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Education

Subject: Housing and Residential Life Leadership, Graduate Certificate Library Analysis

Date: February 22, 2019

While no new courses are being added for this graduate certificate, housing and residential life is being emphasized much more. Therefore, we are doing this analysis to insure that graduate students and faculty associated with the certificate will have the library resources needed to complete any research or professional projects associated with the certificate.

Peer Comparisons

When reviewing library support (databases, journal titles, and books) for the Academic Advising Graduate Certificate, the faculty and I selected the following institutions for comparison:

- East Carolina University, Student Affairs in Higher Education Certificate (Graduate)
- Indiana University, Higher Education & Student Affairs Graduate Certificate
- University of Missouri St. Louis, Student Affairs Administration & Leadership Certificate (Graduate)
- Temple University, Student Affairs Leadership Certificate (Graduate)
Summary and Projected Costs for New Library Resources

Since the University of Central Florida offers a Ph.D. degree in Higher Education, an EdD in Higher Education (Educational Leadership), and an MA in Higher Education/Student Personnel (Educational Leadership), we have acquired many resources that will also support this certificate. The UCF Libraries’ current journal and database holdings will meet the needs for the proposed graduate certificate, and therefore no immediate subscription costs are requested (see full analysis below). The only databases we lack are Psychology: A Sage Full-Text Collection and Psychology & Behavioral Science Collection. We do subscribe to Sage Journals which includes most to the psychology and counseling journals found in Psychology: Sage. In addition, UCF has access to Gale’s Psychology Collection which the other libraries don’t have. In the event any new key journal or database becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparison with the peer institutions chosen shows that UCF compares favorably with them and has the books needed to support the graduate certificate program in Housing and Residential Life Leadership. Only East Carolina University and the University of Missouri have a few more books than UCF.

Our Reference books compare favorably to the chosen peer institutions. We hold all of the reference titles listed and compare favorably with peer institutions.

Projected costs needed to acquire library materials to support the new certificate:

<table>
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<tr>
<th></th>
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Recurring Subscriptions Supporting the Housing and Residential Life Leadership Certificate Analysis
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**Database Analysis:** The only databases UCF does not subscribe to are Psychology: A Sage Full-Text Collection and Psychology & Behavioral Science Collection. Most of the Sage titles are in the broader package of SAGE Journals to which we do subscribe. We also have ProQuest’s Social Science Collection and the Psychology Collection from Gale as well. Therefore, UCF has the databases needed to support the proposed Academic Advising Graduate Certificate.

### Journals

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**Journal Analysis:** UCF has all of the journal titles needed to support this proposed certificate and compare favorably with the chosen peer institutions.

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**Book Analysis:** UCF has more monograph volumes that Indiana University and Temple University. While both East Carolina and the University of Missouri had more volumes, the numbers were close. UCF’s holdings will adequately support the proposed graduate certificate in Housing and Residential Life Leadership.
Reference books

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Reference Book Analysis: The UCF Libraries reference holdings compare favorably to the peer institutions. We have all the titles listed and can therefore support this proposed graduate certificate.
Library Resources

A request to Terrie Sypolt has been made to complete an assessment of the library resources. Terrie is the CCIE librarian and provides research assistance, library instruction, and collection development for all departments in the College of Community Innovation and Education.

Since the courses are already part of other programs and being offered currently, existing resources are sufficient and no additional resources are needed.
Graduate Certificate in Student Athlete Support Services
2018-2019 Graduate New Certificate or Track

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type*  
- Program
- Shared Core

Proposal Type

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔂 in the top right corner of the heading.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⏯️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

College  
College of Community Innovation and Education

Unit / Department / College:*  
Department of Educational Leadership & Higher Education

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

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

Proposed Effective  
Fall 2019

Term / Year*
Name of program, track and / or certificate:* Graduate Certificate in Student Athlete Support Services

Unit(s) Housing Program:

Type of Action:*  
☐ Track  
☒ Certificate

Delivery:*  
☒ Face to Face  
☐ UCF Online  
☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here:

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

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

Brief Program Description:* This certificate is designed to assist entry level and current professionals to better perform associated duties in the various athletic academic content areas. Emphasis is on the development and expansion of student-athlete services to enhance academic success, leadership skills, administration of athletics in universities, and student development as an integral part of the student-athlete experience. Additionally, it is designed to expand their knowledge of topics relevant to student athletics including student development theory, organization and administration, athletics in American universities, and academic success in the student athlete. Those enrolled in the program must complete a practical internship. The program also provides a benefit to practicing athletic advisors and administrators and faculty interested in becoming more knowledgeable in these areas.

To receive the certificate, students must complete the 16 credit hours of graduate course work.

A. Students will complete five (5) required courses:

EDH 6047: Theories of College Student Development
EDH 6635: Organization and Administration in Higher Education
EDH 6655: Athletics in American Universities
EDH 6656: Academic Success of Student Athletes
EDH 6407: Legal and Ethical Issues in Student Personnel Services

B. Internship - Students will complete a 1 credit hour internship (15-20 hours) in an athlete services office or position approved by the faculty advisor.

EDH 6946: Internship

Rationale: Athletic Support Services is important in its role to assist all student athletes in realizing their academic potential by providing academic support and by continuously monitoring their academic athletic eligibility and progress toward degree, all the while instilling in student athletes the tools to become academically competent and autonomous as they pursue their degrees and commit to life-long learning. This certificate is especially helpful for those who mentor, tutor, and advise athletes in the university. This certificate would create an opportunity for those currently in the role to take advantage of the tuition benefits and pursue an advanced certificate to aid their professional development as well as create an opportunity for career advancement.

Follow these steps to propose courses to the new program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course" -- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Prospective Curriculum

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

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.

The people who will enroll in this program will be all those interested in working with student athletes and or becoming administrators in services for student athletes. There are many institutions with sports teams in the central Florida area. Under the tuition waiver program, those currently working in any capacity with student athletes or other leadership positions may take advantage of the opportunity to advance their education and training by using the tuition program to enroll in these courses.

Year 1

| Headcount: 15 | SCHs: 180 |

Year 2

| Headcount: 20 | SCHs: 240 |

Year 3

| Headcount: 25 | SCHs: 300 |

Indicate likely career or student outcomes upon completion: This certificate program is designed to assist entry level and current professionals to better perform associated duties in the various athletic academic content areas. These areas would include Directors, Associate Directors, Assistant Directors, and Program Supervisors of Athletic Academic Services along with Learning Specialists, Life Skills Specialists, Study Hall Coordinators, Academic Tutors, Academic Advisors, Career Development Counselors, Community Outreach Specialists, Academic Resource Center Supervisors, Team Scholastic Supervisors, Coaches, Administrators, and other related roles.

Students will gain skills relevant to successful academic and support for student athletes through engaging in the coursework and the internship.
Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

### Year 1

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</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship):</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attachments

Please attach any required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner.

Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines.
## Administration Use Only

<table>
<thead>
<tr>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Type</td>
</tr>
<tr>
<td>Status*</td>
</tr>
<tr>
<td>Catalog</td>
</tr>
</tbody>
</table>

### Status* Options
- **Active-Visible**
- **Inactive-Hidden**

### Catalog Ownership:
Program Description

This certificate is designed to assist entry level and current professionals to better perform associated duties in the various athletic academic content areas. Emphasis is on the development and expansion of student-athlete services to enhance academic success, leadership skills, administration of athletics in universities, and student development as an integral part of the student-athlete experience. Additionally, it is designed to expand their knowledge of topics relevant to student athletics including student development theory, organization and administration, athletics in American universities, and academic success in the student athlete. Those enrolled in the program must complete a practical internship. The program also provides a benefit to practicing athletic advisors and administrators and faculty interested in becoming more knowledgeable in these areas.

To receive the certificate, students must complete the 16 credit hours of graduate course work.

A. Students will complete five (5) required courses:

EDH 6047: Theories of College Student Development
EDH 6635: Organization and Administration in Higher Education
EDH 6655: Athletics in American Universities
EDH 6656: Academic Success of Student Athletes
EDH 6407: Legal and Ethical Issues in Student Personnel Services

B. Internship - Students will complete a 1 credit hour internship (15-20 hours) in an athlete services office or position approved by the faculty advisor.

EDH 6946: Internship

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

<table>
<thead>
<tr>
<th>College Teaching and Leadership Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
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<td>Jul 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

Contact Info

Graduate Program
Thomas Cox EdD
thomas.cox@ucf.edu
ED 315Q

Graduate Admissions
Christina Dabrowski
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
Student Athletic Support Services Graduate Certificate

Faculty

Dr. Kathleen King, Professor of Higher Education – Coordinator of Higher Education Programs
Dr. Thomas Cox, Associate Professor of Higher Education -College Teaching and Leadership
Dr. Stacy Van Horn, Associate Lecturer, School Counseling and Career Counseling Coordinator
Dr. Nancy Marshall, Lecturer of Higher Education -Student Personnel Services
No Duplication Statement

There is no duplication because the certificate is entirely inclusive of existing courses already taught by the faculty and in the same College and Unit.

Thomas D. Cox
Local Director of Career and Technical Education  
2018-2019 Graduate New Certificate or Track

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

<table>
<thead>
<tr>
<th>Program Type*</th>
<th>Program</th>
<th>Shared Core</th>
</tr>
</thead>
</table>

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit / Department / College*</th>
<th>Department of Educational Leadership &amp; Higher Education</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Proposed Effective Term / Year*</th>
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<th>Unit(s) Housing Program:</th>
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<tr>
<th>Type of Action*</th>
<th>Track</th>
<th>Certificate</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Delivery*</th>
<th>Face to Face</th>
<th>UCF Online</th>
<th>Mixed Delivery</th>
</tr>
</thead>
</table>
If you will be submitting other forms for tracks or course actions, please list them here:

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

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

**Brief Program Description:**

The Local Director of Career and Technical Education Graduate Certificate is designed for Career and Technical Education (CTE) teachers who wish to advance their career as a program director, coordinator, or other administrator type position. It is also for students interested in advancing their knowledge in CTE professional education coursework.

This certificate may also, in part, prepare candidates to meet a portion of the State of Florida Department of Education Certification in Local Director of Career and Technical Education coursework requirements. Other requirements for the Florida DOE certification are noted on the FL DOE website.

*This graduate certificate is not an initial professional education certificate program.

Please note: The Local Director of Career and Technical Education Graduate Certificate may be completed fully 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](http://global.ucf.edu/) may enroll with a reduction in campus-based fees.

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 [http://global.ucf.edu/](http://global.ucf.edu/).

If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to [State Restrictions](#) for current information.

**Rationale:**

At this time, there is no other Florida state university that provides a Local Director of Career and Technical Education Graduate Certificate. Professionals who need the required courses for the Local Director of CTE certification already have a Masters degree. However, they may need the five courses that are required. Consequently, in the past, students applied to UCF as a nondegree education major just to take these courses. This graduate certificate will allow students to have an official program of study for their records.

It may also encourage students to try the CTE courses and perhaps apply for the [Career and Technical Education Masters](#) degree.

Follow these steps to propose courses to the new program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the [X] and proceed.
Curriculum

For the Local Director of Career and Technical Education Graduate Certificate, students must complete all five courses (15 credit hours total) as listed below.

Total Credit Hours Required: 15 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.

- ECW 5207 Management of Vocational Programs
- ECW 6105 Vocational Program Planning, Development, and Evaluation
- ECW 6205 Administration in Vocational Education
- ECW 6206 Supervision in Vocational Education
- ECW 6695 School/Community Relations for Vocational Education

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

<table>
<thead>
<tr>
<th>Local Director of Career and Technical Education Graduate Certificate</th>
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<th>Fall</th>
<th>Spring</th>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Nov</td>
</tr>
</tbody>
</table>

*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.

Graduate Program Contact

Dr. Lisa Martino

Lecturer
Lisa.Martino@ucf.edu

Telephone: 407-823-6184
Office: Education Complex, 220C

Graduate Admissions
Christina Dabrowski

ggradadmissions@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

---

**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.

Future students who are likely to enroll in this graduate certificate are CTE teachers who would like to apply for the Florida Local Director of CTE certification. The Local Director of Career and Technical Education certification by the Florida Department of Education requires applicants to complete the five courses in this proposed graduate certificate.

In addition, future students with a Bachelor's degree who wish to complete a graduate certificate in CTE may enroll if they do not wish to apply for a full Masters program. Future students may also include students in another Masters program who wish to take CTE courses as an elective may enroll in this graduate certificate.

https://ucf.curriculog.com/proposal/2250/print
### Year 1

| Headcount: 10 | SCHs: 150 |

### Year 2

| Headcount: 15 | SCHs: 225 |

### Year 3

| Headcount: 20 | SCHs: 300 |

**Indicate likely career or student outcomes upon completion:**

Like career outcomes upon completion of this graduate certificate include CTE teachers who wish to apply for a director, dean, or program coordinator position at a technical center, community college, career college, or state college.

**Please complete the following section on financial support:**

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

### Year 1

| Number of assistantship students: 0 | Source of funds: 0 |
| Number of fellowship students (specify fellowship): 0 | Source of funds: 0 |
| Number of tuition remissions: 0 | Source of funds: 0 |

### Year 2

| Number of assistantship students: 0 | Source of funds: 0 |
| Number of fellowship students (specify fellowship): 0 | Source of funds: 0 |
| Number of tuition remissions: 0 | Source of funds: 0 |

### Year 3

| Number of assistantship students: 0 | Source of funds: 0 |
| Number of fellowship students (specify fellowship): 0 | Source of funds: 0 |
| Number of tuition remissions: 0 | Source of funds: 0 |

**Attachments**

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

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

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Program Type</td>
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<td>Degree Type</td>
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<td>Status</td>
<td>Active-Visible, Inactive-Hidden</td>
</tr>
<tr>
<td>Catalog Ownership</td>
<td>Department of Child, Family, and Community Sciences</td>
</tr>
</tbody>
</table>

- Faculty List: Attached
- Support from involved units that no duplication exists: Attached, Not Applicable
- Library Assessment of Resources: Attached
Local Director of Career and Technical Education Graduate Certificate

**Faculty List:** [Dr. Lisa Martino](#) 407-823-6184

**Library Assessment of Resources:** None. Students will use the UCF Online Library resources
Graduate Program Revision - College of Community Innovation and Education - Career and Technical Education MA

2018-2019 Graduate Program Revision/Reactivation

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type:*  
- Program
- Shared Core

Proposal Type:*  
- Graduate Program Revision

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking ⚡ in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⚡ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:*  
- College of Community Innovation and Education

Unit / Department / College:*  
- Department of Educational Leadership & Higher Education

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Year:*  
- 2019-2020
**Name of program, track and / or certificate:**

Career and Technical Education MA

**Unit(s) Housing Program:**

**Type of Action:**

- [ ] Program
- [ ] Track
- [x] Certificate

If you will be submitting other revision forms for tracks or course actions, please list them here:

**Is the CIP code being updated?**

- [ ] Yes
- [x] No

If yes, please provide the new CIP code:

**Description:**

The Career and Technical Education (CTE) Master's degree program will assist professionals to further their careers through technical education and industry/business training. Students who graduate from this program can seek employment in various education and training settings, including but not limited to, CTE teachers, curriculum specialists, training managers, degree/certificate program coordinators, and local program directors. Potential employers may include secondary and post-secondary schools, career and technical centers, community and state colleges, military training facilities, prison education systems, professional organizations, and various corporations across all industries.

<table>
<thead>
<tr>
<th>College</th>
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<tr>
<td>Community Innovation and Education</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>Educational Leadership and Higher Education</td>
<td>Nonthesis (internship) and thesis (research report course)</td>
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<table>
<thead>
<tr>
<th>Program Website</th>
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<tbody>
<tr>
<td><a href="https://ccie.ucf.edu/elhe/career-and-technical-education/">https://ccie.ucf.edu/elhe/career-and-technical-education/</a></td>
<td></td>
</tr>
</tbody>
</table>

| Graduate Program Handbook | |

**Rationale:**

This M. A. program is not aligned with other Career and Technical Education programs at other universities. The curriculum needs to be updated to ensure there is a minimum of 48 at least 21 credit hours in career and technical education courses at the graduate level. Changes: There is a new course added to the curriculum, ECW 6260, as a core. Also, this proposal changes the number of core CTE/CWE courses and reduces the number of electives. However, the total number of credit hours for the program will stay the same.
The changes are necessary to attract new students into the field of CTE at the graduate level so that we are competitive in our offerings.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course" -- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

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?
Future Students

The Career and Technical Education (CTE) Master's degree Students who would benefit from this program include CTE educators, program coordinators, corporate trainers, or working professionals who wish to become teachers and/or trainers. This program will also assist students people who want those positions in the future or who want to obtain gainful employment or further advance in their current careers in career and technical education and industry/business training. Students who graduate from this program can seek employment in various education and training settings, including but not limited to, CTE teachers, curriculum specialists, corporate training and development managers, degree/certificate program coordinators, and local program directors. Potential employers may include secondary and post-secondary schools, career and technical centers, community and state colleges, military training facilities, prison education system, professional organizations, and various corporations across all industries.

This program is not an initial teacher certification program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>SCHs: 990</td>
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<td>SCHs: 1170</td>
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</table>

Indicate likely career or student outcomes upon completion:

Students who graduate from this program can seek employment in various education and training settings, including but not limited to, CTE teachers, curriculum specialists, corporate training and development managers, degree/certificate program coordinators, and local program directors. Potential employers may include secondary and post-secondary schools, career and technical centers, community and state colleges, military training facilities, prison education system, professional organizations, and various corporations across all industries.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of assistantship students</th>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Source of funds</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
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<tbody>
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</table>

**Attachments**

Please attach any required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner.

**Faculty List**

<table>
<thead>
<tr>
<th>Faculty Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
</tr>
</tbody>
</table>

**Activity Log**

- Attached
- Not-Applicable

**Support from involved units that no duplication exists**

- Attached
- Not Applicable
UCF - CCIE
Career and Technical Education Masters of Arts Degree

Faculty List: Dr. Lisa Martino 407-823-6184
Adjuncts as needed.

Library Assessment of Resources: None. Students will use the UCF Online Library resources
Graduate Program Revision - College of Community Innovation and Education - Career and Technical Education MA ▶

Program Description

The Career and Technical Education MA program prepares students pursuing leadership and administrative positions in career and technical education (CTE) as well as talent development and corporate training. This program is designed for individuals whose goal is to teach, train, coach, and/or lead in specific disciplines located in the following institutions: secondary and post-secondary schools (technical centers, community colleges, and universities); corporations and industry; military; and professional organizations. The goal of this program is to improve the quality and effectiveness of talent development and instructional personnel in all industries. The Career and Technical Education MA program places emphasis on the intellectual growth of each student using research-based effective teaching techniques, scholarly learning, laboratory-field experience, and leadership development.

Please note: Career and Technical Education (MA) may be completed fully 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.

This program is not an initial teacher professional education certificate program.

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 http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

- ECW 5265 Cooperative Programs in Vocational Education
- ECW 5561 Student Guidance in the Vocational Program
- ECW 6067 History of Career Education in the United States
- ECW 6105 Vocational Program Planning, Development, and Evaluation
- ECW 6260 School, College, & Career Readiness
- ECW 6666 Issues in Career Education
- ECT 6791 Research in Career Education

Career and Technical Education Curriculum

The Career and Technical Education MA program requires a minimum of 42-45 credit hours beyond the bachelor's degree, including 9-18 21 credit hours of career education foundation core courses, 9-3 credit hours of career education core courses an educational competency course, and 21-18 credit hours of advisor-approved courses focused on a specialization within the field a discipline. The program also requires an internship (6 credit hours) or hours-nonthesis option) OR a research
report (3 credit hours) of thesis option). Passing a comprehensive examination at the end of the program is a graduation requirement.

**Total Credit Hours Required: 42-45 Credit Hours Minimum beyond the Bachelor's Degree**

The three-six seven Career Education Core classes (Research in Career Education, History of Career Education in the United States, and Issues in Career Education) combined to provide students with an in-depth analysis of career education from its inception to future trends. With 18 21 credit hours in career education graduate courses and 18 credit hours in a discipline-specific field of study, the student will be considered a subject matter expert in CTE and a subject matter expert in a discipline-specific field.

The This program provides the flexibility of choosing the Education Foundation courses an electives for subject matter expertise in Career and Technical Education (CTE), in Educational Competency course from the list provided Foundation, as well as subject matter, the or in a discipline-specific electives, graduate certificate that allows for a personalized degree program.

The internship course is a learning activity that takes place in a face-to-face or web-based authentic setting in which students must apply, reflect upon, and refine knowledge and skills acquired in the program. The internship experience gives students insight and hands-on experience while being observed and mentored by a supervising teacher and UCF faculty member. In lieu of the internship, students may choose a thesis option, which may be helpful if considering an educational pathway to a doctorate.

### Required Courses: 18 Credit Hours

**Career Education Core: 9-18 21 Credit Hours**

These courses will provide a solid foundation in career and technical/workforce education.

- **ECW 5265** Cooperative Programs in Vocational Education
- **ECW 5561** Student Guidance in the Vocational Program
- **ECW 6067** History of Career Education in the United States
- **ECW 6105** Vocational Program Planning, Development, and Evaluation
- **ECW 6260** School, College, & Career Readiness
- **ECW 6666** Issues in Career Education
- **ECT 6791** Research in Career Education

### Internship Option: 6 Credit Hours

**ECT 6946 - Graduate Internship - 6 Credit Hours**

The internship course is a learning activity that takes place in a face-to-face or web-based authentic setting in which students must apply, reflect upon, and refine knowledge and skills acquired in the program.
Research Report Option: 3 Credit Hours

ECT 6909—Research Report 2—1 Credit Hours

This research report course is the thesis option. Students who wish to go onto to a doctorate program may wish to choose this option.

ECT 6909 Research Report

Elective Courses in Specialization:—21 18 Credit Hours

Consult with advisor to complete the Graduate Plan of Study.

Area of specialization may include career and technical education (CTE), health, technical training, corporate training, adult education, business education, graduate certificates, or another area approved by advisor.

CTE Specializations Courses:

Students who wish to specialize in career and technical education may choose from the following list of courses (3 credit hours each). Please note: Courses shown with an asterisk may be applied to the Local Director for Career and Technical Education Certification through the State of Florida. For more information, please review the Florida Department of Education teacher certification website. The Career and Technical Education MA program is not an initial certification program.

Students who wish to specialize in career and technical education may choose from the following list of courses:

BTE 6935 Seminar in Business Education [Right] *

ECW 5207 Management of Vocational Programs [Right] *

ECW 6105 Vocational Program Planning, Development, and Evaluation [Right] *

ECW 6205 Administration in Vocational Education [Right] *

ECW 6206 Supervision in Vocational Education [Right] *

ECW 5561 Student Guidance in the Vocational Program

ECW 5265 Cooperative Programs in Vocational Education [After] BTE-6946 Seminar-in-Business Education—3 Credit Hours

ECW 6695 School/Community Relations for Vocational Education
Education Foundation Core Educational Competency: Select 9-3 Credit Hours one (1) course 3-Credit Hours Education Foundation Electives

Choose one (1) course if you may choose from this list if you plan to work in a traditional educational institution and wish to work with postsecondary students at the administrative level.

- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- IDS 6504 Adult Learning
- EDF 6155 Lifespan Human Development and Learning
- LAE 5337 Literacy Strategies for Middle and Secondary Teaching
- TSL 5085 Teaching Language-Minority Students in K-12 Classrooms
- EDG 6415 Principles of Instruction and Classroom Management
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment

Before
- EDF 6401 Statistics for Educational Data

Right or
- EDF 6432 Measurement and Evaluation in Education

After
- EDF 6481 Fundamentals of Graduate Research in Education
- EDF 6725 Critical Issues in the Study of High-Needs-Populations
- EDF 6886 Multicultural Education
- EDF 6517 Perspectives on Education
- EDG 6329 Quality Teaching Practices

Co-requisites

None. If initial certification is desired, see adviser.

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 admission requirements](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- The GRE exam is not required for admission.
- 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.

### Application Deadlines

<table>
<thead>
<tr>
<th>Career and Technical Education MA</th>
<th>Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<td>Domestic Applicants</td>
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<td>Apr 1</td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

Late applications will be considered on a space-available basis.

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

### Financials

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

### Fellowships

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

### Contact Info

**CTE Graduate Program**

**Lisa Martino, PhD**  
Lecturer, [CTE Degree Program Facilitator](#)  
lisa.martino@ucf.edu  
Telephone: 407-823-6184  
**Office**: ED-206E  
[220C](#)
Graduate Admissions

Christina Dabrowski
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 Program Revision - College of Sciences - Sociology PhD

2018-2019 Graduate Program Revision/Reactivation

General Catalog Information

Select Program below, unless creating an Acalog Shared Core.

A Shared Core is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.

Program Type:*
- Program
- Shared Core

Proposal Type:* Graduate Program Revision

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking ⬇️ in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⬆️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Sciences

Unit / Department / College:* Department of Sociology

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Year: Fall 2019
Name of program, track and / or certificate:* Sociology PhD

Unit(s) Housing Program: Department of Sociology

Type of Action:*  
- [x] Program
- [ ] Track
- [ ] Certificate

If you will be submitting other revision forms for tracks or course actions, please list them here:

Is the CIP code being updated?  
- [ ] Yes  [x] No

If yes, please provide the new CIP code:

Description:*  
<table>
<thead>
<tr>
<th>College: Sciences</th>
<th>Degree: PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Sociology</td>
<td>Option: Dissertation</td>
</tr>
<tr>
<td>Program Websites: <a href="https://sciences.ucf.edu/sociology/">https://sciences.ucf.edu/sociology/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

Rationale:  
The number of hours of required courses will be reduced from 21 to 15, This will be accomplished by:

- Removing SYA 6657 Program Design and Evaluation as a required course.
- Removing SYA 7658 Social Policy and Research Analysis as a required course.
- The number of unrestricted electives will be increased from 12 to 18.

This change will provide more flexibility for doctoral students in completing the requirements for the Ph.D. in Sociology. This is increasingly important because the department prepares students for careers in both academic & applied settings.

Follow these steps to propose courses to the revised program curriculum:

Step 1
### Impact on Current Students

**Will students be moved from an existing program, track, or certificate into this new program, track, or certificate?**
- [ ] Yes  [x] 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  [x] No

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

- They will have more flexibility in meeting the course requirements for the degree.

### 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.

The courses will still be offered periodically and students in sociology and other fields may take them as electives.

#### Year 1

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
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<tbody>
<tr>
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#### Year 2

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</table>

#### Year 3

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<th>SCHs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Headcount: 20

SCHs: 60

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1

Number of assistantship students: n/a

Source of funds: n/a

Number of fellowship students (specify fellowship): n/a

Number of tuition remissions: n/a

Source of funds: n/a

Year 2

Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Year 3

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

Attachments
Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

**Faculty List**  
- Attached  
- Not Applicable

**Support from involved units that no duplication exists**  
- Attached  
- Not Applicable

---

**Administration Use Only**

- **Catalog Ownership**: Department of Sociology
- **Program OID**: 7142
- **Program Type**: Doctoral
- **Degree Type**: Doctor of Philosophy
- **Status**:  
  - Active-Visible  
  - Inactive-Hidden
Graduate Program Revision - College of Sciences - Sociology PhD

Program Description
The Sociology PhD program provides training in the skills necessary to secure research careers in academic and nonacademic professions and emphasizes applied research in community-based settings.

The Sociology PhD program is organized around a curriculum combining strong grounding in the acquisition of methodological skills with advanced study in one of the department's four areas of concentration: the Sociology of Crime/Deviance; Domestic Violence; Social Inequalities; and Health, Families, and Communities.

The program is one of only a few in the United States focusing on applied research. Students are trained in specific applied research skills such as data analysis and program evaluation. Combined with course work in one of the four substantive areas, graduates will be trained for employment in academic settings, industry, business, government, and nonprofit agencies. The program provides training in the skills necessary to secure research careers in academic and nonacademic professions and emphasizes applied research in community-based settings.

Curriculum
The Sociology PhD requires a minimum of 60 credit hours beyond the master's degree, with 15 credit hours coming from required core courses, three credit hours from a restricted elective in theory, and three credit hours from a restricted elective in research methods and data analysis. Students select a minimum of 12 elective credit hours in one of the department's four areas of concentration, Sociology of Crime/Deviant Behavior; Domestic Violence; Social Inequalities; or Health, Families and Communities.

**Total Credit Hours Required: 60 Credit Hours Minimum beyond the Master's Degree**

Students must earn a grade of "B" (3.0) or better in the program's required courses. Courses may be retaken to achieve a better grade; however, students must maintain a minimum GPA of 3.0 in their program of study.

Required Courses: **21 15** Credit Hours

9 Credit Hours

Core: 15 Credit Hours

SYA 7019 Advanced Sociological Theory
SYA 7309 Advanced Sociological Research Methods
SYA 7407 Advanced Data Analysis
**SYA 6657 Program Design and Evaluation**
Theory: 3 Credit Hours
Select one course from the list below.

SYA 6933 Topics in Sociological Theory
SYA 6128 Theoretical Criminology

Research Methods: 3 Credit Hours
Select one course from the list below.

SYA 6315 Qualitative Research Methods
SYA 6425 Design and Conduct of Social Surveys
SYA 7457 Topics in Data Analysis
SYA 6356 Geographic Information Systems in Society
SYA 6452 GIS Applications

Elective Courses: 24 Credit Hours

Major Area of Concentration Electives: 12 Credit Hours Minimum
Students will select a minimum of 12 credit hours of unrestricted electives in one of the department's four areas of concentration.

- Sociology of Crime/Deviant Behavior
- Domestic Violence
- Social Inequalities
- Health, Families and Communities

Unrestricted Electives: 18 Credit Hours Minimum
The unrestricted electives provide students with an opportunity to expand their doctoral training beyond the program's core courses and the electives in the student's major area of concentration. Unrestricted electives may include formal course work, graduate-level courses in programs outside the Sociology Department, independent study courses with a highly focused student/faculty research component, directed research, doctoral research and a research practicum, which enable students to gain valuable research experience in a nonacademic setting. At least 9 hours from concentration electives and unrestricted electives must consist of formal course work, exclusive of independent study. Unrestricted electives may be taken at any point in the student's program of study. The research practicum and courses from other departments must be approved by the student's adviser and the Graduate Director.
Dissertation: 15 Credit Hours Minimum

- SYA 7980 - Dissertation Research **15 Credit Hours**

Examinations

Content

**Section 1: Theoretical Foundations of Sociology**

All students will answer two of three questions. All students who take the exam in the same area of concentration in a given semester will receive the same three questions. One of the questions will require students to trace the connections between classical and contemporary sociological theories and a second question will require students to discuss the three central theoretical paradigms in sociology.

**Section 2: Methods and Statistics**

All students will answer two of three questions. All students who take the exam in the same area of concentration in a given semester will receive the same three questions. One of the questions will require students to interpret statistical results in tabular form.

**Section 3: Major Area of Concentration**

All students will answer three of four questions covering general information within the area of concentration. All students who take the exam in the same area of concentration in a given semester will receive the same four questions.

Committee

The Qualifying Exams will be graded by a committee of three faculty members who teach or do research in the area of concentration. Prior to the final faculty meeting of each spring semester, four separate qualifying exam committees will be formed by faculty choosing to become a member of one or more areas of concentration. Each qualifying exam committee will create the exam to be used for the next academic year and select the three members who will be the Grading Committee.

Administration

The Qualifying Exam will be offered to students twice during the academic year (once during the fall semester and once during the spring semester). Students must notify the Graduate Director by June 1 to take the exam in the fall semester or by October 1 to take the exam in the spring semester. They will select a major area of concentration. The exam will be distributed by the Graduate Director via email on the Monday of the week prior to the beginning of the fall semester and the Monday prior to the start of the spring
semester. Students will have four days (96 hours) to complete all sections of the exam and return the exam to the Graduate Director via email. The Graduate Director will then distribute the exam to the appropriate grading committee.

Students are expected to work on the Qualifying Exam alone, and all exams will be submitted to turnitin.com.

Each grading committee will have three weeks to notify the Graduate Director of the student's grade on the exam (High Pass, Pass, Conditional Pass, or Fail). A grade of conditional pass on an exam will require the student to revise and resubmit one or more questions identified as insufficient by the Grading Committee. The student will have one week to complete each question that must be rewritten.

If a student fails the exam, he/she must retake the exam the next semester it is offered. If the exam is failed a second time, the student will be dismissed from the Ph.D. Program in Sociology.

Candidacy Examination

The dissertation proposal hearing constitutes the program's candidacy examination, and students who successfully pass their proposal hearing along with other requirements shall be admitted to candidacy. The proposal will encompass an overview of the dissertation topic that includes an in-depth review of relevant literature, a precise statement of the research question, and specific research design (planned methodology and analysis). The student's Dissertation Advisory Committee will supervise the preparation of the dissertation proposal and the proposal hearing.

Admission to Candidacy

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submittal of an approved program of study.

Dissertation

A dissertation is required for completion of the PhD, along with an oral defense of the dissertation proposal and completed dissertation through a minimum of 15 credit hours, which students use to accomplish original research on a topic approved by their adviser and three committee members. One committee member must be from a relevant field outside the Department of Sociology. The dissertation must conform to standard disciplinary, institutional, and departmental practices. Students may not enroll for dissertation credit until they have completed all examinations in their program of study.
Applied Research Practicum (Optional)
An important component of the Sociology PhD program is the research practicum. The practicum is three to six credit hours of directed research experience in a nonacademic setting, which will provide a "hands-on" approach for advanced doctoral students. Although completion of a research practicum will not be required for all doctoral students, it is expected that some students, including most of those seeking employment in research positions in public and private agencies, will take advantage of this opportunity. Doctoral students must pass their qualifying examinations before being eligible for a research practicum. The student's graduate adviser and the department's Graduate Director must approve the research practicum. Hours completed in a research practicum will count as unrestricted electives in the student's program of study.

Equipment Fee
Full-time students in the Sociology PhD program pay a $39 equipment fee each semester that they are enrolled. Part-time students pay $19.50 per semester.

Independent Learning
As with all graduate programs, independent learning is an important component in the Sociology doctoral program. Students will demonstrate independent learning through research seminars, directed research and the dissertation.

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.
- Master's degree in a related field from an accredited institution (Note: Official, preliminary transcript reflecting Master's degree in-progress may be submitted prior to first semester of enrollment. Final, official transcripts are required post admission to document completion of master's degree.).
- Official, competitive GRE scores taken within the last five years.
- Three letters of recommendation, at least two from academic sources regarding the applicant's potential for success in the program.
- A 250-500 word personal statement identifying the area of research interest, faculty with whom they would like to work with and a description of the applicant's academic and professional experiences and goals.
- Résumé.
- A writing sample, at least 2,500 words and demonstrating the ability to complete advanced graduate work.

Applicants' records will be reviewed on an individual basis for academic deficiencies and evaluated to assess their potential for success in the program. Supplemental course work may be recommended.
Consult the graduate program director whenever questions arise.

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

### Application Deadlines

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<td></td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

### Financials

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

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### Contact Info

**Graduate Program**

Jay Corzine PhD

harold.corzine@ucf.edu

Telephone: 407-823-3744

PH 403B

**Graduate Admissions**
Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766

Milcan Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Milcan 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

Milcan Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu
http://finaid.ucf.edu
Sociology PhD

PROGRAM DESCRIPTION

The Sociology PhD program is organized around a curriculum combining strong grounding in the acquisition of methodological skills with advanced study in one of the department’s four areas of concentration: the Sociology of Crime/Deviance; Domestic Violence; Social Inequalities; and Health, Families, and Communities.

The program is one of only a few in the United States focusing on applied research. Students are trained in specific applied research skills such as data analysis and program evaluation. Combined with course work in one of the four substantive areas, graduates will be trained for employment in academic settings, industry, business, government, and nonprofit agencies. The program provides training in the skills necessary to secure research careers in academic and nonacademic professions and emphasizes applied research in community-based settings.

CURRICULUM

The Sociology PhD requires a minimum of 60 credit hours beyond the master’s degree, with 15 credit hours coming from required core courses, three credit hours from a restricted elective in theory, and three credit hours from a restricted elective in research methods and data analysis. Students select a minimum of 12 elective credit hours in one of the department’s four areas of concentration, Sociology of Crime/Deviant Behavior; Domestic Violence; Social Inequalities; or Health, Families and Communities.

Total Credit Hours Required:

Master’s Degree
Students must earn a grade of "B" (3.0) or better in the program’s required courses. Courses may be retaken to achieve a better grade; however, students must maintain a minimum GPA of 3.0 in their program of study.

Required Courses—21 Credit Hours

Core—15 Credit Hours

- SYA 7019 Advanced Sociological Theory (3 credit hours)
- SYA 7309 Advanced Sociological Research Methods (3 credit hours)
- SYA 7407 Advanced Data Analysis (3 credit hours)
- SYA 6657 Program Design and Evaluation (3 credit hours)
- SYA 7658 Social Policy and Research Analysis (3 credit hours)

Theory—3 Credit Hours

Select one course from the list below.

- SYA 6933 Topics in Sociological Theory (3 credit hours)
- SYA 6128 Theoretical Criminology (3 credit hours)

Research Methods—3 Credit Hours

Select one course from the list below.

- SYA 6315 Qualitative Research Methods (3 credit hours)
- SYA 6425 Design and Conduct of Social Surveys (3 credit hours)
- SYA 7457 Topics in Data Analysis (3 credit hours)
• SYA 6356 Geographic Information Systems in Society (3 credit hours)
• SYA 6452 Geographic Information Systems Applications (3 credit hours)
Elective Courses—24 Credit Hours

Major Area of Concentration Electives—12 Credit Hours Minimum

Students will select a minimum of 12 credit hours of unrestricted electives in one of the department’s four areas of concentration.

- Sociology of Crime/Deviant Behavior
- Domestic Violence
- Social Inequalities
- Health, Families and Communities

Unrestricted Electives—128 Credit Hours Minimum

The unrestricted electives provide students with an opportunity to expand their doctoral training beyond the program’s core courses and the electives in the student’s major area of concentration. Unrestricted electives may include formal course work, graduate-level courses in programs outside the Sociology Department, independent study courses with a highly focused student/faculty research component, directed research, doctoral research and a research practicum, which enable students to gain valuable research experience in a nonacademic setting. At least 9 hours from concentration
electives and unrestricted electives must consist of formal course work, exclusive of independent study. Unrestricted electives may be taken at any point in the student’s program of study. The research practicum and courses from other departments must be approved by the student’s adviser and the Graduate Director.

Dissertation—15 Credit Hours Minimum

- SYA 7980 Dissertation Research (15 credit hours)

Examinations

Qualifying Examinations

Full-time students would typically be expected to take the Qualifying Exam during their 2nd or 3rd year in the program (after having completed all required courses in theory, methods/statistics, and one of the four areas of concentration: Crime and Deviance; Domestic Violence; Social Inequalities; and Health, Families and Communities).

Content

Section 1: Theoretical Foundations of Sociology

All students will answer two of three questions. All students who take the exam in the same area of
concentration in a given semester will receive the same three questions. One of the questions will require students to trace the connections between classical and contemporary sociological theories and a second question will require students to discuss the three central theoretical paradigms in sociology.

Section 2: Methods and Statistics

All students will answer two of three questions. All students who take the exam in the same area of concentration in a given semester will receive the same three questions. One of the questions will require students to interpret statistical results in tabular form.

Section 3: Major Area of Concentration

All students will answer three of four questions covering general information within the area of concentration. All students who take the exam in the same area of concentration in a given semester will receive the same four questions.
Committee

The Qualifying Exams will be graded by a committee of three faculty members who teach or do research in the area of concentration. Prior to the final faculty meeting of each spring semester, four separate qualifying exam committees will be formed by faculty choosing to become a member of one or more areas of concentration. Each qualifying exam committee will create the exam to be used for the next academic year and select the three members who will be the Grading Committee.

Administration

The Qualifying Exam will be offered to students twice during the academic year (once during the fall semester and once during the spring semester). Students must notify the Graduate Director by June 1 to take the exam in the fall semester or by October 1 to take the exam in the spring semester. They will select a major area of concentration. The exam will be distributed by the Graduate Director via email on the Monday of the week prior to the beginning of the fall semester and the Monday prior to the start of the spring semester. Students will have four days (96 hours) to complete all sections of the exam and return the exam to the Graduate Director via email. The Graduate Director will then distribute the exam to the appropriate grading committee.

Students are expected to work on the Qualifying Exam alone, and all exams will be submitted to turnitin.com.
Each grading committee will have three weeks to notify the Graduate Director of the student’s grade on the exam (High Pass, Pass, Conditional Pass, or Fail). A grade of conditional pass on an exam will require the student to revise and resubmit one or more questions identified as insufficient by the Grading Committee. The student will have one week to complete each question that must be rewritten.

If a student fails the exam, he/she must retake the exam the next semester it is offered. If the exam is failed a second time, the student will be dismissed from the Ph.D. Program in Sociology.

Candidacy Examination

The dissertation proposal hearing constitutes the program’s candidacy examination, and students who successfully pass their proposal hearing along with other requirements shall be admitted to candidacy. The proposal will encompass an overview of the dissertation topic that includes an in-depth review of relevant literature, a precise statement of the research question, and specific research design (planned methodology and analysis). The student’s Dissertation Advisory Committee will supervise the preparation of the dissertation proposal and the proposal hearing.

Admission to Candidacy

The following are required to be admitted to candidacy and enroll in dissertation hours:

- Completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
• Submittal of an approved program of study.

Dissertation

A dissertation is required for completion of the PhD, along with an oral defense of the dissertation proposal and completed dissertation through a minimum of 15 credit hours, which students use to accomplish original research on a topic approved by their adviser and three committee members. One committee member must be from a relevant field outside the Department of Sociology. The dissertation must conform to standard disciplinary, institutional, and departmental practices. Students may not enroll for dissertation credit until they have completed all examinations in their program of study.

Applied Research Practicum (Optional)

An important component of the Sociology PhD program is the research practicum. The practicum is three to six credit hours of directed research experience in a nonacademic setting, which will provide a “hands-on” approach for advanced doctoral students. Although completion of a research
practicum will not be required for all doctoral students, it is expected that some students, including most of those seeking employment in research positions in public and private agencies, will take advantage of this opportunity. Doctoral students must pass their qualifying examinations before being eligible for a research practicum. The student’s graduate adviser and the department’s Graduate Director must approve the research practicum. Hours completed in a research practicum will count as unrestricted electives in the student’s program of study.

Equipment Fee

Full-time students in the Sociology PhD program pay a $39 equipment fee each semester that they are enrolled. Part-time students pay $19.50 per semester.

INDEPENDENT LEARNING

As with all graduate programs, independent learning is an important component in the Sociology doctoral program. Students will demonstrate independent learning through research seminars, directed research and the dissertation.

APPLICATION REQUIREMENTS

In addition to general application requirements, applicants must provide an official, competitive GRE score taken within the last five years, three letters of recommendation, a statement of research interest, purpose, and relevant work/research experience, résumé, and a writing sample.
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.
- Master's degree in a related field from an accredited institution (Note: Official, preliminary transcript reflecting Master's degree in-progress may be submitted prior to first semester of enrollment. Final, official transcripts are required post admission to document completion of master's degree.).
- Official, competitive GRE scores taken within the last five years.
- Three letters of recommendation, at least two from academic sources regarding the applicant's potential for success in the program.
- A 250-500 word personal statement identifying the area of research interest, faculty with whom they would like to work with and a description of the applicant's academic and professional experiences and goals.
- Résumé.
• A writing sample, at least 2,500 words and demonstrating the ability to complete advanced graduate work.

Applicants’ records will be reviewed on an individual basis for academic deficiencies and evaluated to assess their potential for success in the program. Supplemental course

Texts and Technology PhD

PROGRAM DESCRIPTION

The interdisciplinary Texts & Technology
Course Agenda

1. Course Additions

College of Graduate Studies course additions

1. IDS 6041 Coastal Challenges in the 21st Century I
2. IDS 6042 Coastal Challenges in the 21st Century II
3. IDS 6043 Approaches and Methods in Coastal Research I
4. IDS 6044 Approaches and Methods in Coastal Research II
5. IDS 6045 Sustainable Coastal Systems Seminar

College of Medicine course additions

1. MDE 7067 Advanced Evidence-Based Medicine Elective
2. MDE 7220 Cardiology Elective
3. MDE 7280 Hematology/Oncology Elective
4. MDE 7310 Rheumatology Outpatient Elective
5. MDE 7328 Pain Management Elective
7. MDE 7676 Colorectal Surgery Elective
8. MDE 7807 Understanding Psychopharmacology Elective
9. MDE 7820 Interventional Physiatry Elective
10. MDE 7884 Mood Disorders and Geriatric Psychiatry Elective
11. MDE 7941 Intensive Clinical Skills and History of Medicine Elective
12. MDE 7942 Clinical Enrichment Elective: Integrated Knowledge and Diagnostic Skills

Rosen College of Hospitality Management course addition

1. HMG 6760 Advanced Theme Park and Attraction Management

2. Course Deletion

College of Sciences course deletion

1. MAP 6507 Wave Propagation through Random Media

3. Course Revisions

College of Community Innovation and Education course revisions

1. BTE 6935 Seminar in Business Education
   o Revisions to: Course description, term offered
2. ECW 5265 Cooperative Programs in Career and Workforce Education
   o Revisions to: Title change from Cooperative Programs in Vocational Education, course description, credit hours, pre-reqs, term offered
IDS 6041. Coastal Challenges in the 21st Century I
2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⬤ in the top left corner.

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

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Graduate Studies Sustainable Coastal Systems</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

| Full Title* | IDS 6041. Coastal Challenges in the 21st Century I |
| Approved Graduate Faculty/Scholars* | Thomas Wahl, Sergio Alvarez, Jacopo Baggio, Salvador Almagro-Moreno, Kristy Lewis, Chris Emrich |
| Prefix: | IDS |
| Number: | 6041 |
| Course Title*: | Coastal Challenges in the 21st Century I |
| 30 Character Abbreviation: | Coastal Challenges I |
**Course Description:** First of a two-part survey of coastal challenges facing communities and ecosystems to give students hands on experience identifying and proposing solutions to complex coastal issues/challenges.

<table>
<thead>
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<th>Credit Hours:</th>
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<tbody>
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<td>Lab and Field Work Hours:</td>
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</tr>
<tr>
<td>Contact Hours:</td>
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<table>
<thead>
<tr>
<th>Variable Credit (1-99):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat for credit?</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td></td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Consent of instructor</th>
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<tbody>
<tr>
<td>Corequisite(s):</td>
<td>none</td>
</tr>
<tr>
<td>Graded S/U?</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer</td>
</tr>
<tr>
<td>☐ Even Summer ☐ Every Semester ☐ Occasional</td>
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</tbody>
</table>

**Intended Utilization of Course**

<table>
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<th>The course will be used primarily as:</th>
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</thead>
<tbody>
<tr>
<td>☑ Required Course ☐ Elective Course</td>
</tr>
</tbody>
</table>

**New Field**

<table>
<thead>
<tr>
<th>New Materials and Supply Fees?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes ☐ No</td>
</tr>
</tbody>
</table>

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

<table>
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<th>What is the rationale for adding this course?</th>
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</tbody>
</table>

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<tbody>
<tr>
<td>PhD in sustainable Coastal Systems</td>
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</table>

<table>
<thead>
<tr>
<th>If not a major requirement, what will be the source of students?</th>
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</thead>
<tbody>
<tr>
<td>6-10</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

We have had extensive discussions with all departments that are linked with the sustainable coastal systems cluster at UCF, and none of these departments have existing course offerings that can serve the purpose this course is designed for.

**Attachment List**
Please attach any required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner.

- **Check**: I have completed all relevant parts of the form.
- **Attached**: I have attached a course syllabus and rationale.

### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
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<tbody>
<tr>
<td>Course Type</td>
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| Status | Inactive-Hidden | Active-Visible |

### PeopleSoft

<table>
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<tr>
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<tr>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
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<tr>
<td>CRSE_ID</td>
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</table>
# Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Thomas Wahl, Christopher Emrich, Kristy Lewis, Jacopo Baggio, Sergio Alvarez, Salvador Almagro-Moreno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term:</td>
<td>Fall</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Research I Bldg; 344, 345, 346</td>
</tr>
<tr>
<td>Class Meeting Days:</td>
<td>TBD</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBD</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-823-5847</td>
</tr>
<tr>
<td>Class Location:</td>
<td>Building and room</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Sergio.Alvarez@ucf.edu">Sergio.Alvarez@ucf.edu</a></td>
</tr>
<tr>
<td>Course Modality:</td>
<td>P</td>
</tr>
<tr>
<td>GTA(s):</td>
<td>TBD</td>
</tr>
<tr>
<td>Email:</td>
<td>TBD</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to the course and coasts as complex adaptive systems</td>
</tr>
<tr>
<td>2</td>
<td>Sea Level Rise and consequences for coastal systems</td>
</tr>
<tr>
<td>3</td>
<td>Extreme events and their impacts on coastal systems</td>
</tr>
<tr>
<td>4</td>
<td>Ocean acidification (or climate change) and its ecological effects on coastal systems</td>
</tr>
<tr>
<td>5</td>
<td>Climate change and coastal harmful bacteria</td>
</tr>
<tr>
<td>6</td>
<td>Effect of push/pulse disturbances on coastal tourism</td>
</tr>
<tr>
<td>7</td>
<td>Scale mismatches in coastal systems</td>
</tr>
<tr>
<td>8</td>
<td>Behaviors, policies and unintended consequences in coastal systems</td>
</tr>
<tr>
<td>9</td>
<td>Societal benefits of coastal ecosystem services and the value of natural systems</td>
</tr>
<tr>
<td>10</td>
<td>Addressing human health dangers in coastal systems</td>
</tr>
<tr>
<td>11</td>
<td>Conserving our marine environment and the ecological dynamics of coastal systems</td>
</tr>
<tr>
<td>12</td>
<td>Reducing vulnerability of coastal systems to extreme events via individual mitigation strategies</td>
</tr>
<tr>
<td>13</td>
<td>Coastal risk analysis and adaptation</td>
</tr>
<tr>
<td>14</td>
<td>Student discuss topics</td>
</tr>
<tr>
<td>15</td>
<td>Student presentations</td>
</tr>
</tbody>
</table>

**Course Description**

This course is designed to provide students a broad overview of social and scientific challenges facing coastal areas throughout the globe. A group of faculty provides weekly topical overviews of problems, as well as the disciplinary and interdisciplinary approaches available to conduct research on these issues. Students are expected to utilize this course to decide on which problems to study and which approaches to use in the Methods II and Challenges II courses. They are also expected to find two faculty
partners from the Coastal Cluster for the Methods II and Challenges II courses. Students will be expected to split into 2-3 groups according to a common problem-oriented interest, and will prepare and deliver a group presentation.

Students are expected to read the assigned materials before class and to participate in class discussions. This will not be a standard lecture class. We will all need to engage in discussion.

**Student Learning Outcomes**
Students successfully completing Coastal Challenges of the 21st Century - I will be able to:

1. Have knowledge (appropriate for a graduate student in her/is first year) of a specific topic and be able to present such topic and research in a cohesive and rigorous way.
2. Ability to discuss the topic of choice in detail as well as critically assessing topic and choices of peers and one's own.

**Enrollment Requirements**
Instructor permission to enroll is required for students not enrolled in the PhD in Sustainable Coastal Systems.

**Course Activities**
Students will need to complete the final assignment and participate to the weekly discussions in order to achieve the learning objectives.

**Assessment and Grading Procedures**
Assignments are divided into weekly assignments, a presentation and a final essay. All assignments should be fulfilled with a word processing that your instructor can access. Therefore, preferably use Word, pdf, or plain text files. If you use software that is different and you may not sure whether it will be accessible by your instructor, contact the instructors. Files that cannot be opened will not be graded.

**General Assessment: Presentations (25 Points)**
- Each two weeks students will present on a aspect of the research they will develop during the semester.
Presentation of Final Paper (30 Points)

- The project presentations can be done individually or in groups. Presentation cannot be longer than 15 minutes – depending on the number of presentations time allowed for each will vary (and they will be timed, going over time will result in a penalization in points for the whole group).
- If in groups, all the names of all the group members have to be reported by each individual.
- Each individual will have to present part of the project to receive a grade.
- If an individual part of a group does not actually presents, s/he will receive 0 points for this assignment.
- A group can be of no more than 3 people.
- The final presentation will be open to the public

Final Paper (45 Points)

The final project is due 1 week after class has ended

- The final project can be discussed with the instructors at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course.
- The final project has to showcase understanding of different methodological and research approaches. It has to involve the use of critical thinking (and/or analysis).
- The final project can be done individually or in groups. If in groups, all the names of all the group member have to be reported by each individual.
- If the assignment is done in a group you have to state clearly each individual contribution to the final paper
- Groups can be of no more than 3 people.

Your final project will consist of a thoughtful piece of writing on the topic you have chosen and worked on during the semester.

- APA style is required as well as proper citation.
- The essay must be at least 2000 words, not to exceed 3500 words
- The essay must include at least 10 sources

Extra Credit

No extra credit will be provided.
Grade Dissemination

Students grade will be recorded and posted on Webcourses@UCF and will follow student data classification and security standards.

Course Materials and Resources

In order to complete this course you will need to have access to:

- Microsoft Office Word or equivalent
- PDF Reader
- Internet connectivity
- Webcourses@UCF

Policy Statements

This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the Faculty Center website for verbatim use or modification.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.
The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including
your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajjEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
IDS 6042. Coastal Challenges in the 21st Century II
2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

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3. LAUNCH proposal by clicking in the top left corner.

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

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For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
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<tr>
<th>Prefix: *</th>
<th>IDS</th>
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<tbody>
<tr>
<td>Number: *</td>
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<table>
<thead>
<tr>
<th>Course Title: *</th>
<th>Coastal Challenges in the 21st Century II</th>
</tr>
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</table>

| 30 Character Abbreviation: | Coastal Challenges II |
Second of a two-part survey of coastal challenges facing communities and ecosystems to give students hands on experience identifying and proposing solutions to complex coastal issues/challenges.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Variable Credit (1-99):

Repeat for credit? Yes No

If yes, indicate the total times the course may be used in the degree program.

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): Consent of instructor and B or better grade in Coastal Challenges - I

Corequisite(s): NONE

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
sylabi 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

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<tbody>
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</tr>
<tr>
<td>☐ Even Summer  ☐ Every Semester  ☐ Occasional</td>
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New Field

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</thead>
<tbody>
<tr>
<td>☑ Yes  ☐ No</td>
</tr>
</tbody>
</table>

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

<table>
<thead>
<tr>
<th>What is the rationale for adding this course?</th>
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</thead>
<tbody>
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<td>PHD IN SUSTAINABLE COASTAL SYSTEMS</td>
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<th>If not a major requirement, what will be the source of students?</th>
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<tr>
<td>6-10</td>
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<table>
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<tr>
<th>What is the estimated annual enrollment?</th>
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<tr>
<td>6-10</td>
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</table>

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

Detail Discussion  We have had extensive discussions with all departments that are linked with the sustainable coastal systems cluster at UCF, and none of these departments have existing course offerings that can serve the purpose this course is designed for.

Attachment List
Please attach any required files by navigating to the Proposal Toolbox and clicking 📁 in the top right corner.

**Check** ✓ I have completed all relevant parts of the form.

**Attached** ✓ I have attached a course syllabus and rationale.

---

### Administration Use Only

**Catalog Ownership:**

**Course Type**

**Status** 🏷️ Inactive-Hidden 🎈 Active-Visible

---

### PeopleSoft

**Academic Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
Coastal Challenges of the 21st Century - II

IDS 6042
*College of Graduate Studies*
3 Credit Hours

**Course Syllabus**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Thomas Wahl, Christopher Emrich, Kristy Lewis, Jacopo Baggio, Sergio Alvarez, Salvador Almagro-Moreno</th>
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<td>407-823-5847</td>
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<td>Email:</td>
<td><a href="mailto:Sergio.Alvarez@ucf.edu">Sergio.Alvarez@ucf.edu</a></td>
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<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to Challenges II</td>
</tr>
<tr>
<td>2</td>
<td>Student presentation of topic of interest</td>
</tr>
<tr>
<td>3</td>
<td>Students discuss topics presented in week 1</td>
</tr>
<tr>
<td>4</td>
<td>Student present their own Research questions on challenges</td>
</tr>
<tr>
<td>5</td>
<td>Students discuss research questions presented in week 3</td>
</tr>
<tr>
<td>6</td>
<td>Student present potential methods to assess research questions</td>
</tr>
<tr>
<td>7</td>
<td>Students discuss methods chosen in week 5</td>
</tr>
<tr>
<td>8</td>
<td>Students present relevant literature for research to be performed</td>
</tr>
<tr>
<td>9</td>
<td>Student discuss relevant literature</td>
</tr>
<tr>
<td>10</td>
<td>Students work on final presentation/essay</td>
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<td>11</td>
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<td>12</td>
<td>Students work on final presentation/essay</td>
</tr>
<tr>
<td>13</td>
<td>Students work on final presentation/essay</td>
</tr>
<tr>
<td>14</td>
<td>Student present their work in class</td>
</tr>
<tr>
<td>15</td>
<td>Show case for presentations.</td>
</tr>
</tbody>
</table>

**Course Description**

This course is designed to allow students to work on their research of choice in relation to the coastal challenges presented in challenges I. They will partner with a mentor during the duration of the course and will work on devising a realistic research question, select appropriate methods to assess such research (also in coordination with the work
done in Methods II), and select the relevant literature. Students will present their own topic, research question, literature and methods in class, and they will also discuss these in detail. Further, a final in-class presentation is expected to be held as well as a final showcase of the work done during the semester. The final presentation (showcase) will be open to the public to facilitate students ability to present in public settings.

Students are expected to read the assigned materials before class and to participate in class discussions. This will not be a standard lecture class. *We will all need to engage in discussion.*

**Student Learning Outcomes**

Students successfully completing Approaches and Methods in Coastal Research I will be able to:

1. Have knowledge (appropriate for a graduate student in her/is first year) of a specific topic and be able to present such topic and research in a cohesive and rigorous way.
2. Ability to discuss the topic of choice in detail as well as critically assessing topic and choices of peers and one's own.

**Enrollment Requirements**

Instructor permission to enroll is required for students not enrolled in the PhD in Sustainable Coastal Systems.

**Course Activities**

Students will need to complete the final assignment and participate to the weekly discussions in order to achieve the learning objectives.

**Assessment and Grading Procedures**

Assignments are divided into weekly assignments, a presentation and a final essay. All assignments should be fulfilled with a word processing that your instructor can access. Therefore, preferably use Word, pdf, or plain text files. If you use software that is different and you may not sure whether it will be accessible by your instructor, contact the instructors. Files that cannot be opened will not be graded.
General Assessment: Presentations (25 Points)

- Each two weeks students will present on an aspect of the research they will develop during the semester.

Presentation of Final Paper (30 Points)

- The project presentations can be done individually or in groups. Presentation cannot be longer than 15 minutes – depending on the number of presentations time allowed for each will vary (and they will be timed, going over time will result in a penalization in points for the whole group).
- If in groups, all the names of all the group members have to be reported by each individual.
- Each individual will have to present part of the project to receive a grade.
- If an individual part of a group does not actually presents, s/he will receive 0 points for this assignment.
- A group can be of no more than 3 people.
- The final presentation will be open to the public

Final Paper (45 Points)

The final project is due 1 week after class has ended

- The final project can be discussed with the instructors at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course.
- The final project has to showcase understanding of different methodological and research approaches. It has to involve the use of critical thinking (and/or analysis).
- The final project can be done individually or in groups. If in groups, all the names of all the group member have to be reported by each individual.
- If the assignment is done in a group you have to state clearly each individual contribution to the final paper
- Groups can be of no more than 3 people.

Your final project will consist of a thoughtful piece of writing on the topic you have chosen and worked on during the semester.

- APA style is required as well as proper citation.
- The essay must be at least 2000 words, not to exceed 3500 words
- The essay must include at least 10 sources
Extra Credit

No extra credit will be provided.

Grade Dissemination

Students grade will be recorded and posted on Webcourses@UCF and will follow student data classification and security standards.

Course Materials and Resources

In order to complete this course you will need to have access to:

- Microsoft Office Word or equivalent
- PDF Reader
- Internet connectivity
- Webcourses@UCF

Policy Statements

This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the Faculty Center website for verbatim use or modification.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

[http://academicintegrity.org/](http://academicintegrity.org/)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade. For more information about UCF’s Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

If you have a special need related to emergency situations, please speak with me during office hours.

Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

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

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Graduate Studies Sustainable Coastal Systems</td>
</tr>
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</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>IDS 6043. Approaches and Methods in Coastal Research I</th>
</tr>
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<tbody>
<tr>
<td>Approved Graduate Faculty/Scholars:</td>
<td>Thomas Wahl, Sergio Alvarez, Jacopo Baggio, Salvador Almagro-Moreno, Kristy Lewis, Chris Emrich</td>
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<td>Prefix:</td>
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<td>6043</td>
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<td>Approaches and Methods in Coastal Research I</td>
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<td>30 Character Abbreviation:</td>
<td>Methods in Coastal Research I</td>
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**Course Description:**
First of a two-part overview of different approaches and methods used in analyzing coastal systems, and finding solutions to existing challenges.

| Credit Hours: | 2 |
| Class Hours:  | 2 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 2 |
| Variable Credit (1-99): | |
| Repeat for credit? | Yes | No |
| If yes, indicate the total times the course may be used in the degree program. | |
| 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):** Consent of instructor

**Corequisite(s):** none

**Graded S/U?** Yes | No

**Split-Level Class:** Yes | No

**NOTE:** 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
- [x] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

The course will be used primarily as:
- [ ] Required Course
- [ ] Elective Course

**New Field**

New Materials and Supply Fees?
- [ ] Yes
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

What is the rationale for adding this course?
This is one of a series of courses that will be core requirements for the new interdisciplinary PhD in sustainable coastal systems. Currently there are no course at UCF offerings covering these topics from an interdisciplinary perspective, and no existing courses specifically focus on coastal challenges and solutions.

| What majors require or recommend this course for graduation? | PhD in sustainable Coastal Systems |
| If not a major requirement, what will be the source of students? | |
| What is the estimated annual enrollment? | 6-10 |

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

**Detail Discussion**
We have had extensive discussions with all departments that are linked with the sustainable coastal systems cluster at UCF, and none of these departments have existing course offerings that can serve the purpose this course is designed for.

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.
**Check**  ✓ I have completed all relevant parts of the form.

**Attached**  ✓ I have attached a course syllabus and rationale.

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**Catalog Ownership**

**Course Type**

**Status**  ● Inactive-Hidden  ○ Active-Visible

### PeopleSoft

**Academic Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
# Approaches and Methods in Coastal Research - I

**IDS 6043**  
*College of Graduate Studies*  
2 Credit Hours

## Course Syllabus

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<tbody>
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<td>Thomas Wahl, Chris Emrich,</td>
<td>Fall</td>
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<td>Kristy Lewis, Jacopo Baggio,</td>
<td></td>
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<td>Sergio Alvarez, Salvador</td>
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<td>Almagro-Moreno</td>
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<td>Block</td>
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<td>Research approaches and the scientific method</td>
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</tbody>
</table>
Course Description

This course is designed to give students an overview of different approaches and methods used in analyzing and understanding coastal systems from an interdisciplinary perspective. The course is an introduction to research in coastal systems, exploring and discussing the variety of methods used in the natural, social and engineering sciences. In order to facilitate student interaction and learning, the class format comprises weekly lectures in which specific approaches and methods are introduced, and weekly discussions in which students, divided into two “teams” will debate the pros and cons of each approach and method.

Students are expected to read the assigned materials before class and to participate in class discussions. This will not be a standard lecture class. We will all need to engage in discussion.

Student Learning Outcomes

Students successfully completing Approaches and Methods in Coastal Research I will be able to:

1. Understand and employ the multiple approaches and methods used in coastal research
2. Be able to assess appropriate methods and approaches for specific research questions of interest related to coastal systems

Enrollment Requirements

Instructor permission to enroll is required for students not enrolled in the PhD in Sustainable Coastal Systems.

Course Activities

Students will need to complete the weekly assignments in order to achieve the learning outcomes set for this course.

Assessment and Grading Procedures

Assignments are divided into weekly assignments, a presentation and a final essay. All assignments should be fulfilled with a word processing that your instructor can access. Therefore, preferably use Word, pdf, or plain text files. If you use software that is different and you may not be sure whether it will be accessible by your instructor, contact the instructors. Files that cannot be opened will not be graded.
General Assessment: Discussion Leads (45 Points)

- Each week the class will be divided into two groups. One group would be assigned to find the advantages of the method/approach discussed during the week and one group would be assigned to find limitations. One member of each group (rotating) will be assigned to be responsible for the group work.
- Each group will need to critically assess the pros OR cons of the method/approach evaluated during the week. You are encouraged to search for critiques/validation. If you have doubts or do not know how to proceed, you can organize a meeting with one of the instructors and we will provide guidelines for critiquing the paper assigned.
- The week’s group leader is responsible for turning in notes at the end of the discussion so that they can be shared with the whole class on canvas.

Presentation of Final Paper (15 Points)

- The project presentations can be done individually or in groups. Presentations cannot be longer than 15 minutes. Depending on the number of presentations, the time allowed for each will vary (and they will be timed; going over time will result in a penalization in points for the whole group).
- If in groups, all the names of all the group members have to be reported by each individual.
- Each individual will have to present part of the project to receive a grade.
- If an individual part of a group does not actually present, s/he will receive 0 points for this assignment.
- A group can consist of no more than 3 people.

Final Paper (45 Points)

The final project is due on the final week of class

- The final project can be discussed with one of the instructors at any time during the course. If you have your own topic, we will work on that; if not, you can choose any topic covered during the course.
- The final project has to showcase understanding of different methodological and research approaches. It has to involve the use of critical thinking (and/or analysis).
- The final project can be done individually or in groups. If in groups, all the names of all the group member have to be reported by each individual.
- If the assignment is done in a group you have to state clearly each individual’s contribution to the final paper.
- Groups can be of no more than 3 people.
Your final project will consist of a thoughtful piece of writing on the topic you want BUT centered on your research approach and methodological choices. Make sure you compare your choices to others, and why your choice is fit for the topic you are interested in exploring.

- APA style is required as well as proper citation.
- The essay must be at least 2000 words, not to exceed 3500 words
- The essay must include at least 10 sources

Extra Credit

No extra credit will be provided.

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In order to complete this course you will need to have access to:

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A student who attempts (even if clumsily) to identify and credit his or her source, but who
misuses a specific citation format or incorrectly uses quotation marks or other forms of
identifying material taken from other sources, has not plagiarized. Instead, such a student
should be considered to have failed to cite and document sources appropriately.

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UCF faculty members have a responsibility for your education and the value of a UCF degree,
and so seek to prevent unethical behavior and when necessary respond to infringements of
academic integrity. Penalties can include a failing grade in an assignment or in the course,
suspension or expulsion from the university, and/or a "Z Designation" on a student's official
transcript indicating academic dishonesty, where the final grade for this course will be preceded
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Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

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• Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

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• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

• If you have a special need related to emergency situations, please speak with me during office hours.

• Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking on the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking on the top left corner.

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

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Grad Course Addition</th>
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<tbody>
<tr>
<td>College</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Graduate Studies Sustainable Coastal Systems</td>
</tr>
</tbody>
</table>

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

- **Full Title**: IDS 6044. Approaches and Methods in Coastal Research II

- **Approved Graduate Faculty/Scholars**: Thomas Wahl, Sergio Alvarez, Jacopo Baggio, Salvador Almagro-Moreno, Kristy Lewis, Chris Emrich

- **Prefix**: IDS

- **Number**: 6044

- **Course Title**: Approaches and Methods in Coastal Research II

- **30 Character Abbreviation**: Methods in Coastal Research II
Course Description: Second of a two-part overview of different approaches and methods used in analyzing coastal systems, and finding solutions to existing challenges.

Credit Hours: 2

Class Hours: 2

Lab and Field Work Hours: 0

Contact Hours: 2

Variable Credit (1-99):

Repeat for credit? Yes No

If yes, indicate the total times the course may be used in the degree program.

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): Consent of instructor and B or better grade in Coastal Methods - I

Corequisite(s): none

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
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:
- Required Course
- Elective Course

New Field

New Materials and Supply Fees?
- Yes
- No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?
This is one of a series of courses that will be core requirements for the new interdisciplinary PhD in sustainable coastal systems. Currently there are no course offerings at UCF covering these topics from an interdisciplinary perspective, and no existing courses specifically focus on coastal challenges and solutions.

What majors require or recommend this course for graduation?
PhD in sustainable Coastal systems

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

What is the estimated annual enrollment?
6-10

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

Detail Discussion
We have had extensive discussions with all departments that are linked with the sustainable coastal systems cluster at UCF, and none of these departments have existing course offerings that can serve the purpose this course is designed for.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

https://ucf.curriculum.com/proposal/2519/print
### Administration Use Only

<table>
<thead>
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### PeopleSoft

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<td>Lab Fee</td>
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# Approaches and Methods in Coastal Research - II

**IDS 6044**  
*College of Graduate Studies*  
2 Credit Hours

## Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Thomas Wahl, Christopher Emrich, Kristy Lewis, Jacopo Baggio, Sergio Alvarez, Salvador Almagro-Moreno</th>
<th>Term:</th>
<th>Fall</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Research I Bldg; 344, 345, 346</td>
<td>Class Meeting Days:</td>
<td>TBD</td>
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<tr>
<td>Office Hours:</td>
<td>TBD</td>
<td>Class Meeting Time:</td>
<td>TBD</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-823-5847</td>
<td>Class Location:</td>
<td>Building and room</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Sergio.Alvarez@ucf.edu">Sergio.Alvarez@ucf.edu</a></td>
<td>Course Modality:</td>
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</table>

<p>| GTA(s): | TBD | Email: | TBD |</p>
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</tr>
<tr>
<td>2</td>
<td>Discussing insights of different methods gained up to week 2</td>
</tr>
<tr>
<td>3</td>
<td>Discussing insights of different methods gained up to week 3</td>
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<td>Discussing insights of different methods gained up to week 4</td>
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<td>Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Course Description**

This course is designed to allow students to work on research methods and approaches they intend to (or think they will) most likely use in their own research. They will partner
with a mentor during the duration of the course and will work on increasing their depth of knowledge in the method of choice. Each student, however, needs to deepen their experience with two different methods. In fact to facilitate student interaction and learning, the class format comprises weekly discussions between students in class in which they share their progress, along with specific papers they found useful in augmenting their methodological knowledge.

Students are expected to read the assigned materials before class and to participate in class discussions. This will not be a standard lecture class. We will all need to engage in discussion.

Student Learning Outcomes

Students successfully completing Approaches and Methods in Coastal Research I will be able to:

1. Have knowledge (appropriate for a graduate student in her/is first year) of 2 different methodological approaches to coastal research
2. Ability to discuss in detail the relationship between the methodological approaches chosen and the research that (s)he wants to perform.

Enrollment Requirements

Instructor permission to enroll is required for students not enrolled in the PhD program in Sustainable Coastal Systems.

Course Activities

Students will need to complete the final assignment and participate to the weekly discussions in order to achieve the learning objectives.

Assessment and Grading Procedures

Assignments are divided into weekly assignments, a presentation and a final essay. All assignments should be fulfilled with a word processing that your instructor can access. Therefore, preferably use Word, pdf, or plain text files. If you use software that is different and you may not sure whether it will be accessible by your instructor, contact the instructors. Files that cannot be opened will not be graded.

General Assessment: Discussion Leads (45 Points)

- Each week students will discuss their progress and share insights about their chosen methodological approaches with the class
Presentation of Final Paper (15 Points)

● The project presentations can be done individually or in groups. Presentations cannot be longer than 15 minutes. Depending on the number of presentations, time allowed for each will vary (and they will be timed, going over time will result in a penalization in points for the whole group).
● If in groups, all the names of all the group members have to be reported by each individual.
● Each individual will have to present part of the project to receive a grade.
● If an individual part of a group does not actually presents, s/he will receive 0 points for this assignment.
● A group can be of no more than 3 people.

Final Paper (45 Points)

The final project is due during the final week of class

● The final project can be discussed with the instructors at any time during the course. If you have your own topic, we will work on that; if not, you can choose any topic covered during the course.
● The final project has to showcase understanding of different methodological and research approaches. It has to involve the use of critical thinking (and/or analysis).
● The final project can be done individually or in groups. If in groups, all the names of all the group member have to be reported by each individual.
● If the assignment is done in a group you have to state clearly each individual contribution to the final paper
● Groups can be of no more than 3 people.

Your final project will consist of a thoughtful piece of writing on the topic you want BUT centered on your research approach and methodological choices. Make sure you compare your choices to others, and why your choice is fit for the topic you are interested in exploring.

● APA style is required as well as proper citation.
● The essay must be at least 2000 words, not to exceed 3500 words
● The essay must include at least 10 sources

Extra Credit

No extra credit will be provided.
Grade Dissemination

Students grade will be recorded and posted on Webcourses@UCF and will follow student data classification and security standards.

Course Materials and Resources

In order to complete this course you will need to have access to:

- Microsoft Office Word or equivalent
- PDF Reader
- Internet connectivity
- Webcourses@UCF

Policy Statements

This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the Faculty Center website for verbatim use or modification.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.
The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
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Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

---

**Proposal Type**

Grad Course Addition

**College**

College of Graduate Studies

**Unit / Department / College**

College of Graduate Studies  Sustainable Coastal Systems

---

**Full Title**

IDS 6045. Sustainable Coastal Systems Seminar

**Approved Graduate Faculty/Scholars:**

Thomas Wahl, Sergio Alvarez, Jacopo Baggio, Salvador Almagro-Moreno, Kristy Lewis, Chris Emrich

**Prefix:**

IDS

**Number:**

6045

**Course Title:**

Sustainable Coastal Systems Seminar

**30 Character Abbreviation:**

Coastal Systems Seminar
<table>
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<th><strong>Course Description:</strong></th>
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<tr>
<td><strong>Class Hours:</strong></td>
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<td><strong>Lab and Field Work Hours:</strong></td>
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<td><strong>Contact Hours:</strong></td>
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<tr>
<td><strong>Variable Credit (1-99):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Repeat for credit?</strong></td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>If yes, indicate the total times the course may be used in the degree program:</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Repeat within same semester?</strong></td>
<td>Yes/No</td>
</tr>
</tbody>
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**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.

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<th><strong>Prerequisite(s):</strong></th>
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<tr>
<td><strong>Split-Level Class:</strong></td>
<td>Yes/No</td>
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If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

| **List undergraduate split-level course:** |

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**Term of Offering**

<table>
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<th>When will the course be offered?</th>
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<td>☑ Odd Fall  ☑ Even Fall  ☑ Odd Spring  ☑ Even Spring  ☐ Odd Summer</td>
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<tr>
<td>☐ Even Summer  ☐ Every Semester  ☐ Occasional</td>
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**Intended Utilization of Course**

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<th>The course will be used primarily as:</th>
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**New Field**

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If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

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<th>What is the rationale for adding this course?</th>
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<td>This course will expose students to state-of-the-art interdisciplinary coastal research as well as real world applications. It will provide networking opportunities with potential collaborators and prospective employers at other academic institutions, industry partners, or government agencies. PhD students supervised by faculty in the Sustainable Coastal systems cluster will be encouraged to actively participate by presenting their thesis and dissertation research in the seminar series.</td>
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<th>What majors require or recommend this course for graduation?</th>
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<th>If not a major requirement, what will be the source of students?</th>
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<th>What is the estimated annual enrollment?</th>
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Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

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<th>Detail Discussion</th>
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**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.
Check: I have completed all relevant parts of the form.

Attached: I have attached a course syllabus and rationale.

Administration Use Only

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Career

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Effective Date

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CRSE_ID
# Course Syllabus

**Instructor:** Thomas Wahl, Christopher Emrich, Kristy Lewis, Jacopo Baggio, Sergio Alvarez, Salvador Almagro-Moreno  
**Term:** Fall  
**Office Location:** Research I Bldg; 344, 345, 346  
**Class Meeting Days:** TBD  
**Office Hours:** TBD  
**Class Meeting Time:** TBD  
**Phone:** 407-823-5847  
**Class Location:** Building and room  
**Email:** Sergio.Alvarez@ucf.edu  
**Course Modality:** P  

**GTA(s):** TBD  
**Email:** TBD
Course Description
This course will expose students to state-of-the-art interdisciplinary coastal research as well as real world applications. It will provide networking opportunities with potential collaborators and prospective employers at other academic institutions, industry partners, or government agencies. PhD students supervised by faculty in the National Center for Integrated Coastal Research will be encouraged to actively participate by presenting their thesis and dissertation research in the seminar series.

Student Learning Outcomes
The intended outcome of the course will be for students to learn about the breadth of topics and methods covered by coastal scientists inside and outside UCF and academia in general. Students will also be actively engaged in networking with the speakers, where they have the chance to briefly summarize and discuss their research and get feedback.

Enrollment Requirements
Instructor permission to enroll is required for students not enrolled in the PhD in Sustainable Coastal Systems.

Course Activities
Students are required to attend the seminar presentations.

Assessment and Grading Procedures
Performance evaluation is based on attendance; students are allowed to miss one seminar in the semester; the grading scheme is satisfactory/unsatisfactory.

Extra Credit
No extra credit will be provided.

Grade Dissemination
Students grade will be recorded and posted on Webcourses@UCF and will follow student data classification and security standards.

Course Materials and Resources
Follow announcements for upcoming seminars.
Policy Statements
This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the Faculty Center website for verbatim use or modification.

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.
Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter
may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see [http://www.ehs.ucf.edu/AEDlocations-UCF](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left).
- (Insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
GCCC Course Agenda 3/6/19

Committee  Graduate Curriculum Committee

Notes

Total Proposals  16

Grad Course Addition- COM- MDE 7067 Advanced Evidence-Based Medicine Elective

2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Medicine M.D. Program</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name
**Full Title**: Grad Course Addition- COM- MDE 7067 Advanced Evidence-Based Medicine Elective

**Approved Graduate Faculty/Scholars**: Dr. Stephen Rosen

<table>
<thead>
<tr>
<th>Prefix: *</th>
<th>Number: *</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDE</td>
<td>7067</td>
</tr>
</tbody>
</table>

**Course Title**: Advanced Evidence-Based Medicine Elective

**30 Character Abbreviation**: Evidence-Based Med Elective

**Course Description**: This M3 elective will use published literature to teach study design, statistical analysis, and adverse event reporting to relate evidence-based medicine to clinical care.

**Credit Hours**: 6

**Class Hours**: 6

**Lab and Field Work Hours**: 0

**Contact Hours**: 6

**Variable Credit (1-99)**:

**Repeat for credit?**: Yes ☐ No ☐

**If yes, indicate the total times the course may be used in the degree program.**

**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)**: Completion of the M2 year.

**Corequisite(s)**: Must be concurrently enrolled in MDC 7600.

**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.

**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

- [ ] Odd Fall
- [ ] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [x] Occasional

### Intended Utilization of Course

- [ ] Required Course
- [x] Elective Course

### New Field

- **New Materials and Supply Fees?**
  - [ ] Yes
  - [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

### Justification for Course Addition

**What is the rationale for adding this course?**

MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

**What majors require or recommend this course for graduation?**

- *none*

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

- 3rd year medical students

**What is the estimated annual enrollment?**

- 14
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking ![+](image) in the top right corner.

<table>
<thead>
<tr>
<th>Check</th>
<th>I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

**Administration Use Only**

- **Catalog Ownership:**

- **Course Type**

- **Status**
  - Inactive-Hidden
  - Active-Visible

**PeopleSoft**

- **Academic Organization**

- **Career**

- **Print in Catalog**

- **Effective Date**

- **Lab Fee**

- **CRSE_ID**
Grad Course Addition - COM - MDE 7220 Cardiology Elective
2018-2019 Graduate Course New

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ➔ in the top left corner.

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

### Proposal Type
- Grad Course Addition

### College
- College of Medicine

### Unit / Department / College*
- College of Medicine M.D. Program

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition - COM - MDE 7220 Cardiology Elective</th>
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</thead>
</table>

| Approved Graduate Faculty/Scholars* | Dr. Neelima Katukuri |

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<th>MDE</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Number:*</th>
<th>7220</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Cardiology Elective</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation:</th>
<th>Cardiology Elective</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>This is an M3 elective. Students will have exposure to chest pain hypertention, arterial fibrillation, heart failure, coronary disease, and bypass surgery evaluation,</th>
</tr>
</thead>
</table>
diagnosis, and treatment.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Variable Credit (1-99):</td>
<td></td>
</tr>
<tr>
<td>Repeat for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td></td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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):** Completion of the M2 year.

**Corequisite(s):** Must be concurrently enrolled in MDC 7600.

**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  
- [ ] Even Fall  
- [X] Odd Spring  
- [ ] Even Spring  
- [ ] Odd Summer  
- [ ] Even Summer  
- [ ] Every Semester  
- [ ] Occasional

### Intended Utilization of Course

**The course will be used primarily as:**
- [ ] Required Course  
- [X] Elective Course

### New Field

**New Materials and Supply Fees?**
- [ ] Yes  
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

### Justification for Course Addition

**What is the rationale for adding this course?**

MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

**What majors require or recommend this course for graduation?**

none

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

3rd year medical 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.

### Detail Discussion

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking 📂 in the top right corner.

**Check**
- [ ] I have completed all relevant parts of the form.

**Attached**
I have attached a course syllabus and rationale.

**Administration Use Only**

- **Catalog Ownership:**

- **Course Type**

- **Status**
  - Inactive-Hidden
  - Active-Visible

**PeopleSoft**

- **Academic Organization**

- **Career**

- **Print in Catalog**

- **Effective Date**

- **Lab Fee**

- **CRSE_ID**
Grad Course Addition- COM- MDE 7280 Hematology/Oncology Elective

2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking \( \text{info} \) in the top right corner of the heading.

2. FILL IN all fields required marked with an * You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking \( \text{launch} \) in the top left corner.

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

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</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Medicine M.D. Program</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

| Full Title* | Grad Course Addition- COM- MDE 7280 Hematology/Oncology Elective |
| Approved Graduate Faculty/Scholars* | Dr. Allison Carilli |
| Prefix: | MDE |
| Number: | 7280 |
| Course Title: | Hematology/Oncology Elective |
| 30 Character Abbreviation: |
| Course Description: |
This is an M3 elective. Hematology/Oncology clinic and inpatient consults with seven different providers. Will see a variety of solid tumors, hematologic malignancies and benign hematology. Opportunity for exposure to blood banking, lab, pathology, radiology, and interventional radiology.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 6

Variable Credit (1-99):

Repeat for credit? Yes No

If yes, indicate the total times the course may be used in the degree program.

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): Completion of the M2 year.

Corequisite(s): Must be enrolled in MDC 7600 concurrently.

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
sylabli 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**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Odd Fall</td>
</tr>
<tr>
<td>☐ Even Summer</td>
</tr>
</tbody>
</table>

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Required Course</td>
</tr>
</tbody>
</table>

**New Field**

<table>
<thead>
<tr>
<th>New Materials and Supply Fees?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
</tbody>
</table>

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

<table>
<thead>
<tr>
<th>What is the rationale for adding this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.</td>
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</table>

<table>
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</thead>
<tbody>
<tr>
<td>none</td>
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</table>

<table>
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<tr>
<th>If not a major requirement, what will be the source of students?</th>
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<tbody>
<tr>
<td>3rd year medical students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the estimated annual enrollment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking ✉ in the top right corner.
Check  ✓ I have completed all relevant parts of the form.

Attached ✓ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course Type

Status  ○ Inactive-Hidden  ○ Active-Visible

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Grad Course Addition- COM- MDE 7310 Rheumatology Outpatient Elective

2018-2019 Graduate Course New

General Catalog Information

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</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7310 Rheumatology Outpatient Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Graduate Faculty/Scholars*</td>
<td>Dr. Kenneth Stark</td>
</tr>
<tr>
<td>Prefix*</td>
<td>MDE</td>
</tr>
<tr>
<td>Number*</td>
<td>7310</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Rheumatology Outpatient Elective</td>
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<tr>
<td>30 Character Abbreviation:</td>
<td>Rheumatology Elective</td>
</tr>
<tr>
<td>Course Description*</td>
<td></td>
</tr>
</tbody>
</table>

This 4-week M3 elective introduces the medical student to the field of Rheumatology. The rotation provides clinical experience in the assessment and treatment of outpatients with a variety of Rheumatology disorders.

| Credit Hours: | 6 |
| Class Hours: | 6 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 6 |
| Variable Credit (1-99): | 
| Repeat for credit? | Yes \(\bigcirc\) No |
| If yes, indicate the total times the course may be used in the degree program. | 
| Repeat within same semester? | Yes \(\bigcirc\) 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):** Completion of the M2 year.

**Corequisite(s):** Must be concurrently enrolled in MDC 7600.

**Graded S/U?** Yes \(\bigcirc\) No

**Split-Level Class:** Yes \(\bigcirc\) 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:**

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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  ☐ Even Fall  ☐ Odd Spring  ☐ Even Spring  ☐ Odd Summer  
☐ Even Summer  ☐ Every Semester  ☑ Occasional

Intended Utilization of Course

The course will be used primarily as:  
☐ Required Course  ☑ Elective Course

New Field

New Materials and Supply Fees?  
☐ Yes  ☑ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?  
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?  
none

If not a major requirement, what will be the source of students?  
3rd year medical students

What is the estimated annual enrollment?  
7

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

Detail Discussion

Attachment List

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Check  ✓ I have completed all relevant parts of the form.

Attached  ✓ I have attached a course syllabus and rationale.

### Administration Use Only

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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</table>
| Catalog
    Ownership: |                              |
| Course Type    |                              |
| Status         | Inactive-Hidden  ✓ Active-Visible |

### PeopleSoft

<table>
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<th>Field</th>
<th>Value</th>
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| Academic
    Organization |                              |
| Career         |                              |
| Print in Catalog |                            |
| Effective Date |                              |
| Lab Fee        |                              |
| CRSE_ID        |                              |
**Read before you begin**

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<tbody>
<tr>
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</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Medicine M.D. Program</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

**Full Title** | Grad Course Addition- COM- MDE 7328 Pain Management Elective

**Approved Graduate Faculty/Scholars:** Dr. Amr Badawy

**Prefix:** | MDE

**Number:** | 7328

**Course Title:** | Pain Management Elective

**30 Character Abbreviation:** Pain Management Elective

**Course Description:** This is an M3 elective. Students will be able to understand different aspects of pain medicine and observe many procedures in interventional pain management. We
will discuss basics of anatomy and pharmacology related to pain medicine. Most of the procedures are done at my office using both fluoroscopic guidance and ultrasound guidance. Some procedures are done at surgery centers for implantable pain devices and can be arranged for interested students. Students will learn and observe how we approach pain management patients, history and physical exam, orders and discussion of imaging studies, decision making process and indications for referrals to other specialists. For those who can not get exposed to radiation (Fluoroscopy) as during pregnancy will have to notify us immediately.

| Credit Hours: | 6 |
| Class Hours: | 6 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 6 |
| Variable Credit (1-99): | |
| Repeat for credit? | Yes | No |
| If yes, indicate the total times the course may be used in the degree program. | |
| 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):** Completion of the M2 year.

**Corequisite(s):** Must be concurrently enrolled in MDC 7600.

**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
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:
- Required Course
- Elective Course

New Field

New Materials and Supply Fees?*  
- Yes
- No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?  
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?  
none

If not a major requirement, what will be the source of students?  
3rd year medical students

What is the estimated annual enrollment?  
12

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

Detail Discussion

Attachment List
Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

**Check** ✓ I have completed all relevant parts of the form.

**Attached** ✓ I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog Ownership:**

**Course Type**

**Status** ○ Inactive-Hidden ○ Active-Visible

### PeopleSoft

**Academic Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**

2018-2019 Graduate Course New

**General Catalog Information**

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.

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3. LAUNCH proposal by clicking  in the top left corner.

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

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</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7400 Making Medicines: The Process of Drug Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Graduate Faculty/Scholars:*</td>
<td>Dr. Mark Hernandez</td>
</tr>
<tr>
<td>Prefix:*</td>
<td>MDE</td>
</tr>
<tr>
<td>Number:*</td>
<td>7400</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>Making Medicines: The Process of Drug Development</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Making Medicines Elective</td>
</tr>
</tbody>
</table>
Course Description: This elective course is available to 3rd year medical students. The medical expertise and processes that contribute to scientific-based drug development are often unfamiliar to medical students. Because there is a need to increase understanding and awareness of the drug discovery and development process in this elective the students will complete an online course with an emphasis on gaining knowledge in the area of medical research and drug development.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Variable Credit (1-99):</td>
<td></td>
</tr>
<tr>
<td>Repeat for credit?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td></td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

**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):**

**Corequisite(s):** Must be concurrently enrolled in MDC 7600 Core Clerkship in Surgery.

**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
- [ ] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [x] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

Intended Utilization of Course

The course will be used primarily as:
- [ ] Required Course
- [x] Elective Course

New Field

New Materials and Supply Fees?*
- [ ] Yes
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?
none

If not a major requirement, what will be the source of students?
M3 students

What is the estimated annual enrollment?
24

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

Detail Discussion

Attachment List
Please attach any required files by navigating to the Proposal Toolbox and clicking 📦 in the top right corner.

<table>
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<tr>
<th>Check</th>
<th>I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
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</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
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**Course Type**

**Status**

- Inactive-Hidden
- Active-Visible

**PeopleSoft**

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</tr>
<tr>
<td>CRSE_ID</td>
</tr>
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2. FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⚡️ in the top left corner.

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

---

**Proposal Type**  Grad Course Addition

**College**  College of Medicine

**Unit / Department / College**  College of Medicine M.D. Program

---

**For the Full Title box below, please type the course information in the following format: Prefix Code Name**

**Full Title**  Grad Course Addition- COM- MDE 7676 Colorectal Surgery Elective

**Approved Graduate Faculty/Scholars**  Dr. Sam Atallah

**Prefix**  MDE

**Number**  7676

**Course Title**  Colorectal Surgery Elective

**30 Character Abbreviation**  Colorectal Surgery Elective

**Course Description**
This is an M3 elective. Students will rotate on colorectal surgery and gain experience in advance surgical techniques including robotic and laparoscopic colorectal surgery. Students will have an opportunity to participate in research activities.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 6

Variable Credit (1-99):

Repeat for credit? Yes No

If yes, indicate the total times the course may be used in the degree program.

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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
- [ ] Even Fall
- [X] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [X] Even Summer
- [ ] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

The course will be used primarily as:
- [ ] Required Course
- [X] Elective Course

**New Field**

New Materials and Supply Fees?*
- [ ] Yes
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

What is the rationale for adding this course?
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?
- None

If not a major requirement, what will be the source of students?
- 3rd year medical students

What is the estimated annual enrollment?
- 18

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

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking the blue + button in the top right corner.
### Check
- I have completed all relevant parts of the form.

### Attached
- I have attached a course syllabus and rationale.

---

### Administration Use Only

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### Course Type

### Status
- Inactive-Hidden
- Active-Visible

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### PeopleSoft

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

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For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7807 Understanding Psychopharmacology Elective</th>
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<tr>
<td>Approved Graduate Faculty/Scholars:</td>
<td>Dr. Thomas Valente</td>
</tr>
<tr>
<td>Prefix:</td>
<td>MDE</td>
</tr>
<tr>
<td>Number:</td>
<td>7807</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Understanding Psychopharmacology Elective</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Psychopharmacology Elective</td>
</tr>
<tr>
<td>Course Description:*</td>
<td>This M3 elective will teach advanced understanding of the diagnosis and treatment of mental health and substance abuse disorders.</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
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<td>Contact Hours:</td>
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<td>Variable Credit (1-99):</td>
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<tr>
<td>Repeat for credit?</td>
<td><img src="Yes" alt="Yes" /> <img src="No" alt="No" /></td>
</tr>
<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td></td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td><img src="Yes" alt="Yes" /> <img src="No" alt="No" /></td>
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**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.

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<th>Prerequisite(s):</th>
<th>Completion of the M2 year.</th>
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<tr>
<td>Corequisite(s):</td>
<td>Must be concurrently enrolled in MDC 7600.</td>
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<tr>
<td>Graded S/U?</td>
<td><img src="Yes" alt="Yes" /> <img src="No" alt="No" /></td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td><img src="Yes" alt="Yes" /> <img src="No" alt="No" /></td>
</tr>
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If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**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
- Even Fall
- Odd Spring
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- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:
- Required Course
- Elective Course

New Field

New Materials and Supply Fees?*
- Yes
- No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?
none

If not a major requirement, what will be the source of students?
3rd year medical students

What is the estimated annual enrollment?
16

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

Detail Discussion

Attachment List

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Check ☑ I have completed all relevant parts of the form.
I have attached a course syllabus and rationale.

**Administration Use Only**

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**PeopleSoft**

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<tr>
<td>Lab Fee</td>
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<td>CRSE_ID</td>
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Grad Course Addition- COM- MDE 7820 Interventional Physiatry Elective

2018-2019 Graduate Course New

General Catalog Information

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</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

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<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7820 Interventional Physiatry Elective</th>
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<tbody>
<tr>
<td>Approved Graduate</td>
<td>Dr. Arpit Patel</td>
</tr>
<tr>
<td>Faculty/Scholars*</td>
<td></td>
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<td>Prefix*</td>
<td>MDE</td>
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<tr>
<td>Number*</td>
<td>7820</td>
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<tr>
<td>Course Title*</td>
<td>Interventional Physiatry Elective</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Interventional Physiatry</td>
</tr>
<tr>
<td>Course Description*</td>
<td></td>
</tr>
</tbody>
</table>
This is an M3 elective. There is a growing interest for Physical Medicine & Rehabilitation and there is a lack of exposure in the core third year. This rotation would focus on musculoskeletal medicine along with interventional joint and spine based procedures to help patients with chronic pain.

| Credit Hours: | 6 |
| Class Hours: | 6 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 6 |

**Variable Credit (1-99):**

- **Repeat for credit?** Yes ☐ No ☐
- **If yes, indicate the total times the course may be used in the degree program.**
- **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):** Completion of the M2 year.

**Corequisite(s):** Must be concurrently enrolled in MDC 7600.

**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
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Term of Offering

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Odd Fall</th>
<th>Even Fall</th>
<th>Odd Spring</th>
<th>Even Spring</th>
<th>Odd Summer</th>
<th>Even Summer</th>
<th>Every Semester</th>
<th>Occasional</th>
</tr>
</thead>
</table>

Intended Utilization of Course

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Required Course</th>
<th>Elective Course</th>
</tr>
</thead>
</table>

New Field

| New Materials and Supply Fees?* | Yes | No |

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

<table>
<thead>
<tr>
<th>What is the rationale for adding this course?</th>
<th>MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.</th>
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<td>What majors require or recommend this course for graduation?</td>
<td>none</td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>3rd year medical students</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>11</td>
</tr>
</tbody>
</table>

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

Detail Discussion

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking + in the top right corner.
Check ☑️ I have completed all relevant parts of the form.

Attached ☑️ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☒ Active-Visible

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
**Grad Course Addition- COM- MDE 7884 Mood Disorders and Geriatric Psychiatry Elective**

2018-2019 Graduate Course New

### General Catalog Information

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

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<td>College of Medicine M.D. Program</td>
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For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
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<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7884 Mood Disorders and Geriatric Psychiatry Elective</th>
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<tbody>
<tr>
<td>Approved Graduate Faculty/Scholars:*</td>
<td>Dr. Vidyasagar Vangala</td>
</tr>
<tr>
<td>Prefix:*</td>
<td>ME</td>
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<td>Number:*</td>
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<td>Course Title:*</td>
<td>Mood Disorders and Geriatric Psychiatry Elective</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Geriatric Psychiatry Elective</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This is an M3 elective. Clinic catering to evaluation of treatment of mood disorders in geriatric age group. Evaluation and treatment of various types of dementias.</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>6</td>
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<tr>
<td>Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Lab and Field Work</td>
<td>0</td>
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<tr>
<td>Hours:</td>
<td></td>
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<tr>
<td>Contact Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Variable Credit (1-99):</td>
<td></td>
</tr>
<tr>
<td>Repeat for credit?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td></td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Completion of the M2 year.</th>
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<tbody>
<tr>
<td>Corequisite(s):</td>
<td>Must be concurrently enrolled in MDC 7600.</td>
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<tr>
<td>Graded S/U?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td>Yes  No</td>
</tr>
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</table>

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

**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  ☑ Even Fall  ☑ Odd Spring  ☑ Even Spring  ☐ Odd Summer  
☐ Even Summer  ☐ Every Semester  ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:  
☐ Required Course  ☑ Elective Course

New Field

New Materials and Supply Fees?*  
☐ Yes  ☑ No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?  
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?  
none

If not a major requirement, what will be the source of students?  
3rd year medical students

What is the estimated annual enrollment?  
9

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

Detail Discussion

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking ☑ in the top right corner.

Check  ☑ I have completed all relevant parts of the form.
I have attached a course syllabus and rationale.

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Grad Course Addition- COM- MDE 7941 Intensive Clinical Skills and History of Medicine Elective

2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

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

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<td>Unit / Department / College*</td>
<td>College of Medicine M.D. Program</td>
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For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition- COM- MDE 7941 Intensive Clinical Skills and History of Medicine Elective</th>
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<tr>
<td>Approved Graduate Faculty/Scholars:*</td>
<td>Dr. Rodrigo Baltodano</td>
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<tr>
<td>Prefix:*</td>
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<tr>
<td>Number:*</td>
<td>7941</td>
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<tr>
<td>Course Title:*</td>
<td>Intensive Clinical Skills and History of Medicine Elective</td>
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<td>30 Character Abbreviation:</td>
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</table>
Course Description: This is an M3 elective. Challenge medial knowledge and clinical skills acquired in the first two years of medial school with live patients and build upon these as quickly as possible.

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<tr>
<th>Credit Hours:</th>
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<td>Lab and Field Work Hours:</td>
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<td>Contact Hours:</td>
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<td>Variable Credit (1-99):</td>
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<tr>
<td>Repeat for credit?</td>
<td>Yes  No</td>
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<tr>
<td>If yes, indicate the total times the course may be used in the degree program.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Repeat within same semester?</td>
<td>Yes  No</td>
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</table>

**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):** Completion of the M2 year.

**Corequisite(s):** Must be concurrently enrolled in MDC 7600.

**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  
- [ ] Even Fall  
- [ ] Odd Spring  
- [ ] Even Spring  
- [ ] Odd Summer  
- [ ] Even Summer  
- [ ] Every Semester  
- [x] Occasional

**Intended Utilization of Course**

The course will be used primarily as:  
- [ ] Required Course  
- [x] Elective Course

**New Field**

New Materials and Supply Fees?*  
- [ ] Yes  
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

What is the rationale for adding this course?  
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?  
none

If not a major requirement, what will be the source of students?  
3rd year medical students

What is the estimated annual enrollment?  
2

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

**Detail Discussion**

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking ✊ in the top right corner.
Check ✓ I have completed all relevant parts of the form.

Attached ✓ I have attached a course syllabus and rationale.

### Administration Use Only

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Grad Course Addition- COM- MDE 7942 Clinical Enrichment Elective: Integrated Knowledge and Diagnostic Skills
2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⏩ in the top left corner.

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

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<tr>
<th>Proposal Type</th>
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<td>Unit / Department / College</td>
<td>College of Medicine M.D. Program</td>
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</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

**Full Title**
Grad Course Addition- COM- MDE 7942 Clinical Enrichment Elective: Integrated Knowledge and Diagnostic Skills

**Approved Graduate Faculty/Scholars:** Dr. Martin Klapheke

<table>
<thead>
<tr>
<th>Prefix:</th>
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<tbody>
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</table>

**Course Title:** Clinical Enrichment Elective: Integrated Knowledge and Diagnostic Skills

**30 Character Abbreviation:** Clinical Enrichment Elective
Course Description: This M3 elective rotation consists of student independent completion of interactive, multimedia modules (Diagnostic skills; Surgery; Radiology; Primary Care; Psychiatry; and clinical cases typically seen while "On-Call"), followed by indicated literature searches (librarian-assisted, as needed), and twice weekly debriefing of cases with a multidisciplinary faculty.

Credit Hours: 6

Class Hours: 6

Lab and Field Work Hours: 0

Contact Hours: 6

Variable Credit (1-99):

Repeat for credit? Yes ☐ No ☐

If yes, indicate the total times the course may be used in the degree program.

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): Completion of the M2 year.

Corequisite(s): Must be concurrently enrolled in MDC 7600.

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
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:
- Required Course
- Elective Course

New Field

New Materials and Supply Fees?*  
- Yes
- No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?
MDC 7600 Core Clerkship in Surgery has been revised to allow 3rd year students the opportunity to complete an elective in the area of their choice. The Surgery Clerkship has gone from 12 weeks to 8 weeks. The remaining 4 weeks will be filled with one of several electives. This is one of the electives being proposed.

What majors require or recommend this course for graduation?
none

If not a major requirement, what will be the source of students?
3rd year medical students

What is the estimated annual enrollment?
Up to 144

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

Detail Discussion

Attachment List
Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

**Check** ☑️ I have completed all relevant parts of the form.

**Attached** ☑️ I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status** ☐ Inactive-Hidden ☑️ Active-Visible

**PeopleSoft**

**Academic Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
Grad Course Addition- RCHM- HMG 6760 Advanced Theme Park and Attraction Management

2018-2019 Graduate Course New

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

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

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<tr>
<td>Unit / Department / College*</td>
<td>Department of Tourism Event and Attractions</td>
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</table>

For the Full Title box below, please type the course information in the following format: Prefix Code Name

<table>
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<tr>
<th>Full Title*</th>
<th>Grad Course Addition- RCHM- HMG 6760 Advanced Theme Park and Attraction Management</th>
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<tr>
<td>Approved Graduate Faculty/Scholars:*</td>
<td>Ady Milman</td>
</tr>
<tr>
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<td>HMG</td>
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<td>6760</td>
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<tr>
<td>Course Title:*</td>
<td>Advanced Theme Park and Attraction Management</td>
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<tr>
<td>30 Character Abbreviation:</td>
<td>Adv Theme Park Attr Mang</td>
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</table>
**Course Description:**
The course examines and reviews the managerial and guest aspects of the theme park and attraction industry, including theming, operation, marketing, human resources, and research.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-99):**

**Repeat for credit?**

- Yes
- No

**If yes, indicate the total times the course may be used in the degree program.**

**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):** Graduate standing or CI.

**Corequisite(s):**

**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?
- [x] Odd Fall
- [ ] Even Fall
- [x] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

Intended Utilization of Course

The course will be used primarily as:
- [ ] Required Course
- [ ] Elective Course

New Field

New Materials and Supply Fees?*
- [ ] Yes
- [ ] No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

Justification for Course Addition

What is the rationale for adding this course?
In the past several decades, the global theme park industry has grown considerably. In 2017, attendance at the top 25 global theme parks increased by 4.7%, compared to the previous year. This course will allow students to gain a new insight on best management practices in the global theme park and attraction industry.

What majors require or recommend this course for graduation?
Hospitality Management, Business Administration, and other Colleges

If not a major requirement, what will be the source of students?
Graduate students form the Rosen College and other Colleges

What is the estimated annual enrollment?
25

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

Detail Discussion

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking 📋 in the top right corner.

Check [x] I have completed all relevant parts of the form.
Attached  I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course Type

Status  Inactive-Hidden  Active-Visible

PeopleSoft

Academic Organization

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Grad Course Deletion - COS- MAP 6507 Wave Propagation through Random Media

2018-2019 Graduate Course Deletion

**Read before you begin**

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Please use the import feature. Do not type the course prefix and code.

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<th>Name*</th>
<th>Wave Propagation through Random Media</th>
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<tbody>
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<td>Full Title*</td>
<td>Grad Course Deletion - COS- MAP 6507 Wave Propagation through Random Media</td>
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<td>Course Description*</td>
<td>Development of mathematical models for laser communications and laser radar in atmospheric turbulence. Free-space propagation of Gaussian beams and classical theories of propagation.</td>
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<td>Credit Hours:</td>
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<td>Class Hours:</td>
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<tr>
<td>Lab and Field Work Hours:</td>
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Contact Hours: 3

Repeat for credit?  Yes ☐ No ☐

Repeat within same semester? Yes ☐ No ☐

Prerequisite(s): MAP 2302, EEL 5542, or C.I.

Corequisite(s):

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 ☐ Even Fall ☐ Odd Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional ☐

Intended Utilization of Course

The course will be used primarily as: Required Course ☐ Elective Course ☐

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:
The course is a specialized advanced course and was taken by PhD and Master students in the industrial mathematics. The course has not been offered in last few years since the faculty members who are specialized in this field have retired or left the department. The program does not expect that the course will be offered in near future.

Notes:

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Grad Course Revision- CCIE- BTE 6935 Seminar in Business Education

2018-2019 Graduate Course Revision

**Read before you begin**

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3. LAUNCH proposal by clicking ⏯ in the top left corner.

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

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<th>Name</th>
<th>Seminar in Business Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Title</th>
<th>Grad Course Revision- CCIE- BTE 6935 Seminar in Business Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation</th>
<th>Seminar in Business Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Current A survey of current problems, issues, and trends in business education.</th>
</tr>
</thead>
</table>
Credit Hours: 3

Class Hours: 3 Online 3

Lab and Field Work Hours: 0

Contact Hours: 3 0 3

Repeat for credit?

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

Yes ☑ No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?

<table>
<thead>
<tr>
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<tr>
<td>+ No</td>
<td></td>
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</table>

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): Graduate standing or C. I.

Corequisite(s): None.

Graded S/U?

<table>
<thead>
<tr>
<th>Lisa Martino</th>
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<tbody>
<tr>
<td>+ No</td>
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</table>

Yes ☑ No

Split-Level Class:

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
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</table>

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**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>✦ Odd Fall</td>
<td></td>
</tr>
<tr>
<td>✦ Even Fall</td>
<td></td>
</tr>
</tbody>
</table>

- Odd Fall - Even Fall - Odd Spring - Even Spring - Odd Summer - Even Summer - Every Semester - Occasional

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
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<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>✦ Elective Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course - Elective Course

**Justification for Course Revision**

- What is the rationale for revising this course?
- Update the specifics of the course and the semester term offering.

- What majors require or recommend this course for graduation?
- Career and Technical Education, M. A.

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

- What is the estimated annual enrollment? 15-25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.
After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner.

Check

<table>
<thead>
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Administration Use Only

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<tbody>
<tr>
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Course OID 57073

Course Type Business Teacher Education

Status 🔄 Active-Visible 🔴 Inactive-Hidden

PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
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</thead>
<tbody>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Print in Catalog</td>
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<td>Effective Date</td>
</tr>
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</table>
Grad Course Revision- CCIE- ECW 5265 Cooperative Programs in Career and Workforce Education

2018-2019 Graduate Course Revision

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code* 5265</th>
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<tr>
<td>ECW</td>
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<table>
<thead>
<tr>
<th>Name*</th>
<th>Cooperative Programs in Vocational Career and Workforce Education</th>
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</table>

<table>
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<tr>
<th>30 Character Abbreviation:</th>
<th>Coop Cooperative Programs Career Tech Ed</th>
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Course Description: Study of cooperative *vocational Career and Technical Workforce Education (CTE) (CWE)* programs and achievement of competencies needed to establish, manage, and coordinate *co-op cooperative* program *activities components* in all *vocational career and technical areas*, including the workforce areas.

**Credit Hours:** 2-4 3

**Class Hours:** 2-4 Online 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 2-4 9 3

**Repeat for credit?**
- Lisa Martino
  - Yes
  - No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**
- Lisa Martino
  - 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):** *Regular Certificate Graduate standing* or C. I.

**Corequisite(s):** None

**Graded S/U?**
- Lisa Martino
  - Yes
  - No

**Split-Level Class:**
- Lisa Martino
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.

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<td></td>
</tr>
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<td>− Elective Course</td>
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Required Course  Elective Course

**Justification for Course Revision**

What is the rationale for revising this course?

The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006. The description had to be updated to replace the "vocational" word, and the pre-requisite course was incorrect and the semester offered was incorrect.

What majors require or recommend this course for graduation?

**Career and Technical Education M. A.**

If not a major requirement, what
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

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